DEUTSCH

MIDDLEBURY COLLEGE
1988-89

The German School

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5528

Summer 1988

Seven-Week Program
June 24 - August 12
Total: $2850 (Tuition $1880; Board $700; Room $270)

Six-Week Graduate Session
June 27 - August 12
Total: $2785 (Tuition $1880; Board $650; Room $255)

New Technologies at Middlebury

Introductory Computer Workshop
July 7 - 20
Total: $925 (Tuition $625; Room and Board $300)

CALICO Conference on Computers in Language Teaching
July 21 - 25 — Conference Fee: $75

PICS Conference on Video in Language Teaching
July 27 - 31 — Conference Fee: $75

Introductory Video Workshop
August 1 - 12
Total: $925 (Tuition $625; Room and Board $300)

Academic Year 1988-89

School in Germany
Junior and Graduate Programs
Tuition: Full year - $5625; Semester - $2825

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Vorwort

Liebe Freunde der Deutschen Schule!

Der Sommer 1988 markiert den vierten Direktorenwechsel in der Geschichte der Deutschen Schule. Die in dem letzten Jahrzehnt entwickelten Ziele und Rahmenbedingungen bleiben dieselben: ein auf die individuellen Vorkenntnisse des Studenten abgestimmtes Lehrprogramm soll eine intensive Vermittlung von deutscher Literatur, Kultur und Sprache in einer ruhigen Campus-Umgebung ermöglichen, aus der das Englische als Kommunikationsmittel verbannt ist. Die zukünftige Planung und Gestaltung des akademischen Lehrangebots sollen flexibel bleiben und gemeinsam von Fakultät und Studenten hinterfragt und weiterentwikkelt werden. Das wird zwangsläufig zu Akzentverschiebungen, Erweiterungen im Kursangebot und neuen Themenkreisen führen. Erste Ansätze dazu entdecken Sie vielleicht schon in unserem diesjährigen Programm.

Das *Undergraduate*-Programm, das sich über einen Zeitraum von sieben Wochen erstreckt, steht auch in diesem Jahr wieder unter der bewährten Gesamtkoordination von Gerd Schneider, dem mit Jochen Richter und Karl Obrath zwei erfahrene Einzelkoordinatoren für das 1. und 2. Jahr zur Seite stehen. Im 1. Jahr erwarten wir aus dem Vorjahr Beate Kempf und als neue Mitarbeiterin Christa Cross, während wir im 2. Jahr mit Judith Chien und Peter Ensberg gleich zwei neue Kollegen auf

dem Campus begrüßen. Mit besonderer Freude heißen wir auch den Hamburger Autor Gerd Fuchs, Mitglied der Gruppe 47, willkommen, der zusammen mit Gertraud Gutzmann, für deren Rückkehr wir sehr dankbar sind, Constance Kenna und der neuen Kollegin Annemarie Post, die Dozentenschaft für das 3. Jahr bildet. Das 4. Jahr haben Jocelyne Kolb und Gerd Schneider übernommen, die je einen Kurs anbieten, der auch in das *Graduate*-Programm integriert ist.

Unser *Graduate*-Programm wird sich auch weiterhin in die drei Fachgebiete Literatur, Landeskunde und Linguistik unterteilen, wobei in Zukunft auch praxisbezogene Bereiche wie die Anwendung von Computertechnologie in der Sprachvermittlung oder auch die Unterrichtsmethodik stärker berücksichtigt werden sollen.

Als alte Bekannte begrüßen wir vier Kollegen, die auch im Vorjahr bei uns waren: allen voran Erna Neuse, die von uns allen am längsten mit der Deutschen Schule verbunden ist und der ein besonders herzliches Willkommen gilt. Sie wird eine Sektion des Einführungskurses übernehmen. Gérard Schneilin, für dessen Bereitschaft, sich als Lehrkraft zur Verfügung zu stellen, wir sehr dankbar sind, kommt dieses Jahr als Max Kade-Professor zu uns. Er wird eine Sektion des Einführungskurses unterrichten und ein Seminar über die Frauengestalten im Drama von Lessing bis Brecht anbieten. Gabriela Wettberg, eine weitere Kollegin mit institutionellem Langzeitgedächtnis, zeichnet wieder für die sprachliche Betreuung der *Graduate*-Studenten verantwortlich. Brenda Smith gestaltet das musikalische Programm und wird einen Operetten-Workshop durchführen, in dessen Mittelpunkt die Aufführung der *Fledermaus* steht.

Als neue Kollegen begrüßen wir Hans Vaget, den bekannten Goethe- und Thomas Mann-Forscher, den Max Kade-Professor Gunter Martens, der hauptsächlich über Hölderlin, Nietzsche und den deutschen Expressionismus gearbeitet hat, und Horst Ohde, dessen Spezialgebiete die deutsche Nachkriegsliteratur und insbesondere das Hörspiel sind. Sie alle haben Themenkreise aus ihren Forschungsgebieten gewählt: Hans Vaget bietet ein Seminar über Goethes *Faust* und einen weiteren Kurs über das Bild des Wilhelminischen Bürgers bei Thomas Mann und Heinrich Mann an, Gunter Martens veranstaltet ein Seminar über Heinrich Heine und den Ausklang der Romantik und einen Nietzsche-Kurs, während Horst Ohde seinen Kurs über das deutsche Hörspiel mit einem Workshop erweitert. Jocelyne Kolb ergänzt das Angebot mit einem komparatistischen Thema, indem sie die wechselseitigen Beziehungen von Literatur und Musik behandelt.

In der Landeskunde soll ein Kurs entwickelt werden, der das Verhältnis zwischen Kultur und Öffentlichkeit in breiterer historischer Perspektive darstellt. Dieser Kurs, der in diesem Sommer von Konrad Kenkel und Horst Ohde gemeinsam unterrichtet wird, soll in den nächsten Jahren weiter ausgebaut werden. Ganz auf die gegenwärtige Situation in der Bundesrepublik bezogen ist dagegen das dreiwöchige Seminar über die Stellung der Frau in Öffentlichkeit und Rechtsprechung, das von der Richterin am Oberlandesgericht Hamburg Konstanze Görres-Ohde durchgeführt wird.

In der Linguistik bietet Gerd Schneider einen Einführungskurs in die Phonologie der deutschen Sprache an, in dem sowohl theoretische als auch praktische Aspekte behandelt werden sollen.

Im Bereich der Methodik wird Robert DiDonato wieder einen dreiwöchigen praxisbezogenen Workshop anbieten, in dem die Sprachvermittlung von Deutsch als Fremdsprache im Mittelpunkt steht. Dieser Kurs rundet unser Angebot an Lehrveranstaltungen ab.

Wir hoffen, daß Ihnen unser akademisches Programm Anreiz genug bietet, den kommenden Sommer in Middlebury zu verbringen. Für den nötigen Ausgleich ist gesorgt: Sportanlagen, musikalische Veranstaltungen, mehrere Filmserien in verschiedenen Sprachen und viel Gelegenheit zum persönlichen Gespräch stehen Ihnen zur Verfügung.

Zum Schluß möchte ich noch meinen ganz besonderen Dank an Constance Kenna ausdrücken, die als Dekanin des diesjährigen Sommers die Vorbereitungen des Programms hervorragend koordiniert hat.

Middlebury, im Januar 1988 Konrad Kenkel

German at Middlebury

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. During the summer, graduate and undergraduate courses are offered in German on the Vermont campus, and during the academic year, graduate and junior year study is offered at the Middlebury School in Mainz.

Middlebury's German School was founded in 1915, followed by the French School in 1916, Spanish in 1917, Italian in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury College School in France in cooperation with the University of Paris, followed by similar programs in Madrid (1951), Mainz (1959), Florence (1960) and Moscow (1977).

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use German as the only medium of communication during the entire session. A modified pledge is required even of students on the beginning level.

Summer in Vermont

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only German is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of German and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Programs of Studies

All programs of study place great emphasis on the development of language skills and the understanding of German culture. Classes from beginning courses through the doctoral level are taught in German, and all summer programs are *intensive*.

Courses numbered 101-402, are offered in the seven-week session; other 400-level and graduate courses are offered in the six-week session.

The courses listed below are in two general categories. Courses numbered 501-699 are part of the *Grundstudium* and include the basic courses in language, literary analysis, civilization and pedagogy; courses in the range 700-899 are in the *Aufbaustudium*.

New Technologies at Middlebury

During the summer of 1988, the Middlebury College Language Schools, in cooperation with CALICO and PICS*, will sponsor a five-week program of workshops and conferences for teachers on the uses of computers and video in the teaching of foreign languages. Each workshop carries one unit (three semester hours) of graduate credit. Space in these workshops is limited and priority will be given to applicants who apply directly for admission to the workshops. Advanced German School students may be admitted to the workshops **on a space available basis**, but may apply the workshop credit to the M.A. **only** with permission from the director.For a complete description of the workshops, see page 18.

The *CALICO Conference on Computers in Language Teaching* (July 21-25) and the *PICS Conference on Video in Language Teaching* (July 27-31) provide advanced users of computer and video technology with a forum to share resources and innovative applications.

For more information about the program, write to New Technologies, Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

* CALICO - Computer Assisted Language Learning and Instruction Consortium; PICS - Project for International Communication Studies.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in German is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Mainz. It is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Degree Requirements: Students who wish to complete the M.A. degree over a series of summers on the Middlebury campus must take the following seven courses: *Advanced Language Practice*; *Introduction to Literary Scholarship*; two linguistics courses; one course in area studies, including *Landeskunde*, economics, history or sociology; one course in methodology, including *Methods of Teaching German as a Foreign Language*, *Methods of Teaching Literature* or *Methods of Teaching "Landeskunde*;" and one proseminar in literature.

The remaining five courses may be concentrated in one or two areas: literature, linguistics or civilization; one of these must be a seminar which may be taken as soon as the second summer, and preferably no later than the third. *Introduction to Literary Scholarship* is a prerequisite for admission to a seminar. Students normally take a proseminar and a seminar in that sequence.

With the director's or dean's permission, *Advanced Language Practice* may be waived on the basis of demon-

strated proficiency to allow students to take another course.

Students planning to complete the M.A. through the program in Mainz must take *Introduction to Literary Scholarship*, a proseminar or seminar, and a third course during the required preliminary summer in Vermont. It is strongly recommended that the third course be a survey course in literature, history or philosophy.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the Director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A master's degree in German is a prerequisite for entrance to the D.M.L. program with German as the first language. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; two graduate courses in a second language (French, Italian, Russian or Spanish); comprehensive examinations in both languages; one year's residency in Germany; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in German and audit a third course which provides the context for the qualifying paper. The instructor of the audited third course serves as the director of this paper, which must be completed within the six weeks of the graduate session. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Credits

Credit is defined in terms of *units*. A unit is equivalent to three semester hours. Levels 100 through 400 normally yield a total of three units (nine semester hours) of credit. A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for a summer's work at Middlebury. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L. and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken **after** successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Financial Aid

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad.

Financial aid is awarded on the basis of need as determined by the Financial Aid Office, and academic ability, as rated by the dean. We use the Language Schools Financial Aid Application and complete copies of the 1986 and 1987 federal tax returns to arrive at a determination of students' need for assistance. Students who are

not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

For the summer, financial aid is generally awarded in the form of employment, grant aid, National Direct Student Loans or a combination of the three. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

For the academic year abroad assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate degree program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of college grants and National Direct Student Loans, with any remaining need met by a Guaranteed Student Loan through the student's home bank.

Scholarships: A scholarship fund has been established in memory of Werner Neuse, former director of the German School. Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. Tel. 802/388-3711, ext. 5158.

Fees

A non-refundable fee of $30 must accompany each new student's application. Upon acceptance, all students are required to pay a $150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. Other refunds are subject to the schedule as stated in the *Language Schools Handbook* mailed to enrolled students in May.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $700 (tuition $400; board $150; room $150).

Application and Admission

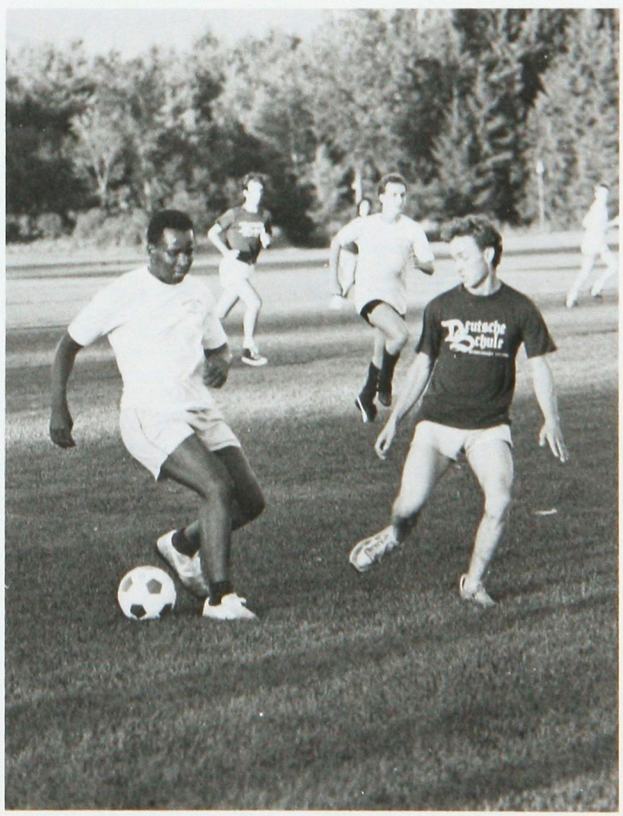
Students may apply for admission for a single summer at any level, for the junior-year program abroad, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Mainz. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by students' performance on tests administered before the start of classes. By applying for admission, students indicate willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.



The German School

Director: KONRAD KENKEL, Associate Professor of German, Dartmouth College. Ph.D., Indiana University.

Dean: CONSTANCE KENNA, Lecturer in German, Middlebury College. M.A., Yale University.

Faculty

JUDITH A. DAVIDSON CHIEN. Lecturer in German, Willamette University. Ph.D., University of Massachusetts.

CHRISTA WOLF CROSS. Teacher of German Language and Literature, German School of Washington. Ph.D., University of California, Los Angeles.

ROBERT DIDONATO. Associate Professor of German, Miami University. Ph.D., University of Wisconsin.

PETER ENSBERG. Dr. phil., Universität Mainz.

GERD FUCHS. Author. Dr. phil., Universität Hamburg.

KONSTANZE GÖRRES-OHDE. Richterin am Oberlandesgericht, Hamburg. 1. und 2. Juristisches Staatsexamen, Universität Hamburg.

GERTRAUD GUTZMANN. Assistant Professor of German Language and Literature, Smith College. Ph.D., University of Massachusetts.

BEATE KEMPF. Pennsylvania State University.

JOCELYNE KOLB. Ph.D., Yale University.

GUNTER MARTENS. Professor of German, Universität Hamburg. Dr. phil., Universität Hamburg.

ERNA NEUSE. University Professor II of German, Rutgers University. Dr. phil., Universität Wien.

KARL OBRATH. Associate Professor of German and Director of Undergraduate Studies, University of Cincinnati. Ph.D., University of Cincinnati.

HORST OHDE. Wissenschaftlicher Oberrat und Dozent, Universität Hamburg. Dr. phil., Universität Hamburg.

ANNEMARIE POST. Studienrätin für Deutsch, Englisch und Geschichte, Gesamtschule Bogenstraße, Hamburg. 1. und 2. Staatsexamen, Universität Hamburg.

JOCHEN RICHTER. Professor of Modern Languages and Chairman, Humanities Division, Allegheny College. Ph.D., Syracuse University.

GERD K. SCHNEIDER. Associate Professor of German, Syracuse University. Ph.D., University of Washington. Coordinator of Undergraduate-Program.

GÉRARD SCHNEILIN. Professor of Contemporary German Literature and Civilization, Paris IV-Sorbonne. Chairman, Dept. of Foreign Languages, School of Business Administration/Paris (CESA-HEC). Agrégation d'allemand, Doctorat d'État, University of Paris I-Sorbonne.

BRENDA SMITH. M.M., Westminster Choir College, Princeton (NJ). Coordinator of Musical Activities 1986-1988.

HANS VAGET. Helen and Laura Shedd Professor of German Language and Literature, Smith College. Ph.D., Columbia University.

GABRIELA WETTBERG. Lecturer in German, Dartmouth College. Ph.D., Rutgers University.

Assistants

TRUDI EBERLE
JOANNA EYSELL
DAVID MAJOR

Administrative Staff

INGRID PIXLEY, Bilingual Secretary.

MICHELLE GRABER, Bilingual Assitant.

Seven-Week Program

First Year - 100 Level

GN 101-102-103 Elementary German
Richter (coordinator), Cross, Kempf.

Daily activities include four hours of classroom instruction, plus additional work in the language laboratory. Emphasis will be placed on the grammatical structures of German as well as on conversation and correct pronunciation. Reading comprehension skills are introduced through primary texts, including literature. Throughout the program audio-visual presentations supplement regular classroom activities. (3 units)

Required Texts: Vail/Sparks/Huber, *Modern German,* 2nd ed. (Harcourt Brace Jovanovich, Inc.); Vail/Sparks, *Der Weg zum Lesen,* 3rd ed. (Harcourt Brace Jovanovich). Other materials will be made available.

Second Year - 200 Level

Note: All students who want to be placed in *Intermediate German* (200-level) are required to take an analytical placement test involving all language skills.

GN 201-202-203 Intermediate German
Obrath (coordinator), Chien, Ensberg.

Daily activities normally include four hours of classroom instruction. Students take three basic courses:

Grammar, Composition-Conversation, and German Studies, plus one literature-module per each half of the term. Modules include: *Grammar in a Literary Context* ; *Literature and Video* ; *Selection of Short Stories* ; *Science and Humanity I and II* ; *Justice and Literature* . (3 units)

Required Texts : Vail/Sparks, *German in Review* , 3rd. ed. (Harcourt Brace Jovanovich, Inc.); Wulf Koepke, *Die Deutschen—Vergangenheit und Gegenwart*, 3rd ed. (Holt); Sevin/Sevin, *Zur Diskussion* , 3rd ed. (Holt). Texts for modules to be announced.

Advanced German Courses

Third Year - 300 Level

Note: All students who want to be placed at this level are required to take an analytical placement test involving all language skills. On the basis of the test results, students will be advised in their course selection.

GN 301-305 Advanced German
Schneider (coordinator), Fuchs, Gutzmann, Kenna, Post

All students register for GN 301. This 1-unit course will meet for 2 hours per day, analyzing advanced grammatical structures of German as well as providing intensive written and oral language practice. This course will make extensive use of audio and video materials and of primary texts.

Students will select two additional 1-unit courses for a total of 3 units of credit: one from GN 302 - GN 303, and one from GN 304 - GN 305.

GN 301 *Advanced Grammar* Gutzmann, Post

GN 302 *Modern German Literature - FRG* Fuchs

GN 303 *Literature of the GDR* Gutzmann

GN 304 *Landeskunde of the FRG* Fuchs

GN 305 *Landeskunde of the GDR* Kenna

Students are encouraged to take the examination *Zertifikat Deutsch als Fremdsprache*, administered through the Goethe-Institute of Boston, for a small additional charge.

Fourth Year - 400 Level

Note: All students who want to be placed at this level are required to take an *Übungssatz* of the *Zentrale Mittelstufenprüfung*. They will also be given an oral interview based on the *ACTFL Proficiency Guidelines* at the beginning and at the end of the program, for a small additional charge.

GN 401-460 Advanced German
Kolb (coordinator), Schneider

Students are normally expected to register for GN 401, GN 402 and one additional 400-level course for a total of three units. Extensive use will be made of audio and visual materials. GN 401 and 402 are offered in the seven-week session. The third course is selected from among courses available to both 400-level and graduate students and thus begins with the six-week session on June 30.

GN 401 *Special Problems in Grammar and Syntax* Schneider

GN 402 *Language Practice* Kolb

GN 410/610 *Introduction to Literary Scholarship* Staff
(See 610 for description, instructors, texts and time.)

GN 420/620 *Introduction to Phonology* Schneider
(See 620 for description, texts and time.)

GN 460/660 *Music into Literature* Kolb
(See 660 for description, texts and time.)

GN 483/683 *Special Musical Theater Workshop: The Operetta* Smith
(See 683 for description.)

Graduate Courses

A normal load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration. Some students may be required to take one or more courses at a lower level before beginning a full load of graduate work.

The German School uses five modes of instruction: *Introductory courses* require two papers of three to four pages written outside class, and one or two critical essays written in class. *Courses* require mid-term and final examinations and short oral reports. *Proseminars* require two papers of eight to ten typewritten pages each. *Seminars* require one long paper of at least twenty typewritten pages. *Workshops* normally require participation in a stage production in addition to classroom work.

Levels 501-900 include a large number of courses in art, language, literature, linguistics, music, culture and language pedagogy. Qualified students enrolled in lower level courses may take courses at the 600 and 700 levels with the permission of the director or the dean and the instructor.

Language Practice and Analysis

GN 601 Advanced Language Practice
(Section A - 8:00; Section B - 10:00) Wettberg

Conceived primarily as a workshop, this course provides intensive written and oral language practice. Special attention will be given to the individual student.
(1 unit)

Required Texts: A. und J. Buscha, *Deutsches Übungsbuch* (Leipzig: Verlag Enzyklopädie); G. Wahrig, *Deutsches Wörterbuch* (dtv). Students should also bring their reference grammar. Current reading materials will be provided.

GN 620 Introduction into the Phonology of the German Language (8:00) Schneider

Students survey the general concepts of phonetics and phonemics within the framework of German. Emphasis is on the application of phonological principles in the classroom. In addition, students are expected to take an active part in afternoon workshop sessions. (1 unit)

Required Texts: Duden, *Aussprachewörterbuch,* 2nd ed. (Mannheim: Bibliographisches Institut); William G. Moulton, *The Sounds of English and German* (The University of Chicago Press). Other materials will be made available.

Culture and Civilization

GN 635 Culture and Society: A Historical Perspective (9:00) Kenkel and Ohde

This course will examine the relationship between German culture and various constituencies of society. Special attention will be given to the changing historical perception of such concepts as *der Bürger, der Intellektuelle, der Arbeiter, der Politiker, der Dichter, der Student,* for example, and their appropriation for political and ideological purposes. The texts will be supplemented by film material and caricatures. (1 unit)

Materials will be made available.

GN 645 Special Seminar (July 21 - August 10) Women and the Law in the Federal Republic of Germany (2:00 p.m.) Görres-Ohde

With the help of literary, legal and sociological texts, we will examine the role of women in German professional and private life. One aim of the course is comparative: by analyzing the status of women in the Federal Republic and—through the contributions of the course participants—their status in the United States, it is hoped that we will arrive at a fuller and more differentiated understanding of both societies, one that extends beyond the immediate subject of women. (1 unit)

Materials will be made available.

GN 683 Special Musical Theater Workshop: The Operetta (time to be arranged) Smith

Open to all students. Participants in the workshop will perform *Die Fledermaus* by Johann Strauss. A series of four lectures will provide the musicological background.

Materials for the stage production will be made available.

(Students at the 400-level and above may arrange to take the workshop for one unit of credit. See instructor.)

Literature

GN 610 Introduction to Literary Scholarship
410 (8:00) Staff
Section A (9:00) Schneilin
Section B (11:00) Neuse
Topical lectures (5:00 p.m. - days to be announced)

The main work of the course is accomplished in small groups: in dicussions of the topics presented in lectures; through familiarization with the terminology and techniques of literary analysis; and by applying research methods to problems of literary scholarship. All areas are covered by an analysis of texts, both primary and secondary. This course is required for students who wish to become candidates for the M.A., M.M.L. and D.M.L. degrees at Middlebury, including students who intend to

enter the program at the Johannes Gutenberg-Universität, Mainz.

Texts to be discussed as models for specific genres and structures include: Heinrich von Kleist, *Prinz Friedrich von Homburg* (Reclam 178) and *Das Bettelweib von Locarno* (Reclam 8003); Georg Büchner, *Woyzeck* (Reclam 9347); and Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Arche).

Other texts will be made available. (1 unit)

GN 660 Music into Literature (11:00) Kolb

Music, at least as much as philosophy, dominates the German cultural tradition, a dominance reflected in the literature of the 19th and 20th centuries. But how does one write about music? Is it possible to approximate music in literature? With such questions in mind and using as a frame the *Kreisleriana* of E.T.A. Hoffmann and the *Todesfuge* of Paul Celan, we will read poems of the Romantic poets and prose works of Schumann, Mörike, Nietzsche and Thomas Mann, works in which music plays a structural and thematic role. (1 unit)

Required reading : E.T.A. Hoffmann, *Kreisleriana* (Reclam 5623); Robert Schumann, *Schriften über Musik und Musiker* (Reclam 2472); Eduard Mörike, *Mozart auf der Reise nach Prag* (Reclam 4741 + 8135); Friedrich Nietzsche, *Der Fall Wagner* (Reclam 7126); Thomas Mann, *Tristan* (Reclam 6431 + 8115)

GN 672 The Radio Play: Verbal Art in a Mass Medium (M W F., 2:00 p.m. - 4:00 p.m.) Ohde

With the German radio play a literary form was conceived that has attracted authors as various as Ingeborg Bachmann, Wolfgang Borchert, Günter Eich, Peter Handke and Ernst Jandl. The aim of this course is to introduce important stages in the history of the genre and to examine the way the radio play was perceived and received. Because the "texts" are meant to be heard rather than read, printed versions will be supplemented with historical broadcasts. (1 unit)

Required reading : Ingeborg Bachmann, *Die Zikaden*; Heinrich Böll, *Klopfzeichen* (Reclam 8846); Wolfgang Borchert, *Draußen vor der Tür*; Günter Eich, *Träume, Geh nicht nach El Kuwehd!, Die Stunde des Huflattichs* (15 Hörspiele, Suhrkamp Taschenbuch 120); E. Jandl/F. Mayröcker, *Fünf Mann Menschen* .

(Students are asked to bring their own walkman or cassette-player.)

GN 676 The Wilhelminian *Bürger*: Thomas Mann and Heinrich Mann (9:00) Vaget

The fiction of Heinrich Mann and Thomas Mann will be studied in the context of Wihelminian culture. (1 unit)

Required reading : Heinrich Mann, *Professor Unrat* (rororo 35), *Der Untertan* (dtv-TB., 256); Thomas Mann, Die Erzählungen (Fischer TB, 5467); Hans R. Vaget, *Thomas Mann. Kommentar zu sämtlichen Erzählungen* (Winkler).

GN 680 Nietzsche's Aesthetic Theory
(M W F, 2 p.m. - 4 p.m.) Martens

We will begin with an examination of Nietzsche's terms *apollinisch* and *dionysisch* in *Die Geburt der Tragödie aus dem Geiste der Musik* that will serve as the basis for our investigation of his aesthetic theory. Using *Über Wahrheit und Lüge im außermoralischen Sinne* as background and source, we will subsequently trace Nietzsche's impact on the literature of the 20th century. (1 unit)

Required reading: Friedrich Nietzsche, *Die Geburt der Tragödie aus dem Geiste der Musik* (Reclam 7131); *Also sprach Zarathustra* (Reclam 7111); *Unzeitgemäße Betrachtungen* (Reclam 7134).

GN 685 Proseminar/Seminar: Goethe's *Faust*
(10:00) Vaget

Focusing on the Goethean transformations of the Faust myth and examining contemporary American and German criticism, our reading of Goethe's *Faust* will seek to determine its modernity. (1 unit)

Required reading: Goethe, *Faust I und II* (Sonderausgabe. Hrsg. u. kommentiert von Erich Trunz. München: Beck, 1986).

GN 687 Proseminar/ Seminar: Heine and Romanticism (10:00) Martens

Heine as the completion of Romanticism? We will investigate this thesis by examinating Heine's *Buch der Lieder* and *Die Romantische Schule* against the background of "mainstream" Romantic texts by Brentano and Tieck. (1 unit)

Required reading : Heinrich Heine, *Buch der Lieder* (dtv 2112); *Harzreise* (Reclam 2221); *Ideen. Buch le Grand* (Reclam 2623); *Romantische Schule* (Insel TB 910). Gedichte der Romantik (Reclam 8230).

GN 689 Proseminar/ Seminar: Women Characters in German Drama from Lessing to Brecht
(10:00) Schneilin

The seminar focuses on the development of female figures in dramatic literature from the period of Enlightenment to the 20th century. (1 unit)

Required reading G.E. Lessing, *Emilia Galotti* (Reclam 45); Heinrich von Kleist, *Penthesilea* (Reclam 1305); Friedrich Hebbel, *Agnes Bernauer* (Reclam 4268); Frank Wedekind, *Erdgeist / Die Büchse der Pandora* (Goldmann); Bertolt Brecht, *Der Kaukasische Kreidekreis* (Suhrkamp).

Methodology

GN 690 Special Seminar (June 30 - July 20): Proficiency-based Approaches in the German Class
(1 - 3 p.m.) DiDonato

After an overview of current and past foreign language teaching methodologies, this course will focus on proficiency-oriented approaches in the classroom. Based on theoretical considerations, emphasis will be placed on hands-on practical classroom strategies and techniques to develop students' acquisition of German. Topics to be covered include developing students' listening, speaking, reading and writing skills, using authentic materials, practicing language function, integrating grammar, testing and evaluation, and teaching culture and literature. (1 unit)

Required reading : Alice Omaggio, *Teaching Language in Context* (Heinle & Heinle). Selected articles from professional journals will also be read.

GN 794 New Technologies: Introductory Computer Workshop Staff

A basic introduction to the use of computers in the teaching of foreign languages. The workshop will cover: introduction to the Macintosh computer; word processing - text generation; foreign character fonts; graphics; authoring languages and authoring systems (including Hypercard). General sessions will be conducted in English, with hands-on experience in a German-specific group. (1 unit)

GN 795 New Technologies: Introductory Video Workshop Staff

A basic introduction to the use of video in the teaching of foreign languages. The workshop will cover: introduction to the hardware (VCR, satellite antennae, interactive video disc, standards conversion, etc.); theories of second-language acquisition and the role of "comprehensible input" in language learning; curriculum planning -the place of video in instructional programs; hands-on demonstration, practice with and evaluation of current video-based instructional materials; practical experience with materials preparation; information on resources, copyright, licensing restrictions, etc. General sessions will be conducted in English, with hands-on experience in a German-specific group. (1 unit)

GN 800 Independent Study Staff

DM 901 Research Paper Kenkel
(DML applicants only)

Photo by Thomas Huber

The School in Germany

Director 1988-89: Van Horn Vail, Professor of German, Middlebury College; Ph.D , Princeton University.

The School in Germany was founded in 1959. It is fully recognized by the academic senate of the Johannes Gutenberg-Universität, with which it is involved in an active exchange of faculty and students. The school is administered by a resident Director of Studies appointed from the Middlebury College faculty. The school address is: D-6500 Mainz, Rheinstrasse 42, telephone: (06131) 22 10 40.

Graduate and junior participants in the program are fully enfranchised students at both Middlebury College and the Johannes Gutenberg-Universität. They take virtually all their courses with German students at the university. Middlebury College augments the offerings of the university with special courses and tutorials taught for program students by selected faculty from the university. Participants in the junior-year program may choose a semester or a full year of study.The graduate program is available only for the full year.

Students are ultimately responsible for making their own housing arrangements, but Middlebury College has a special arrangement with the *Studentenwerk Mainz* enabling the program to place most students in university dormitories, providing additional contact with German university life. Students interested in the rooms reserved for Middlebury students should inform the school office as soon as possible. Private rooms and apartments

are at an absolute premium in Mainz, thus students who choose to find their own living quarters should plan to arrive in Germany in early September.

The period between the end of September and the beginning of classes is a required orientation period. The *Wintersemester* extends from mid-October to mid-February with a Christmas recess of about 10 days. The *Sommersemester* extends from the middle of April to the middle of July. The period between the beginning of April and the middle of April is a required orientation period for new arrivals who will only be spending *Sommersemester* at the university. Prior to each semester the Director of Studies meets with students to guide them in their choice of courses.

The Graduate Program in Germany

Graduate students must have a B.A. degree from an accredited institution of higher education, with a German major or its equivalent. A summer on the Vermont campus is required before students can be considered candidates for the M.A. degree. After successfully completing three courses at the summer session of the German School, M.A. candidates take at least ten courses, most of them in *Fachbereich 13* (*Deutsche Philologie*, *Vergleichende Literaturwissenschaft* and *Volkskunde*) at the Johannes Gutenberg-Universität. With the permission of the Director of Studies, courses may be taken in related areas such as philosophy, history, political science, economics or art history. Any student who passes fewer than four courses in either semester may be asked to withdraw from the program.

Graduate students are required to write four papers each semester and will be tested in a fifth course. A copy of each paper is submitted to the Director of Studies for inclusion in a Middlebury portfolio. The Director's judgment of each student's portfolio of papers will play a major role in the decision to award the M.A. degree.

Each year the Johannes Gutenberg-Universität awards a scholarship to a Middlebury College graduate student who is an American citizen. In addition, one graduate student is awarded a DAAD fellowship by the German government.

The Junior Program

In order to qualify for the Junior Program, undergraduates must have junior standing and an average of B or better, plus at least two courses above the Middlebury College GN 201-202 level. Non-Middlebury College students normally meet this requirement during a preliminary summer on the Vermont campus. Juniors may enroll for the *Sommersemester,* the *Wintersemester*, or the entire academic year. Juniors will enroll in four courses for credit and will write papers for at least three of these. The bulk of the students' work will be in the *Deutsches Institut*, but juniors, especially those majoring in departments other than German, may take one course

in an area other than language and literature. Middlebury welcomes applications from undergraduates enrolled at other colleges and universities.

Courses

A special feature of the program in Mainz is the *Sonderkurs*, which is a seminar commissioned especially for Middlebury students. The *Sonderkurs* gives students a chance to work in a smaller group directly with a German professor. *Sonderkurse* are offered to complement the courses of *Fachbereich 13*. In addition, the German professors in the *Deutsches Institut* frequently hold tutorials for the Middlebury students enrolled in their courses, providing our students with far more personal contact than is usually the case at German universities.

Since German universities do not deal in terms of "units" or "credits," Middlebury College assigns unit and letter-grade values to the students' work. These values are determined by the Director of Studies, whose decision is final.

The following courses were among those offered by *Fachbereich 13* during the *Wintersemester* 1987-88. They serve as an example of the type of courses normally offered each semester:

Lecture courses:
- *Descriptive Linguistics*
- *German Lyrical Poetry*
- *Friedrich Schiller*
- *The German Novel of the 19th and 20th Centuries*
- *Theories of Art and Literature in Early Romanticism*
- *German Literature between 1914 and 1933*

Proseminars:
- *Introduction to Descriptive Linguistics*
- *Introduction to Historical Linguistics*
- *Introduction to Medieval Studies*
- *Introduction to Literary Studies*
- *Introduction to Comparative Literary Studies*

Advanced Seminars:
- *The* Volksstück *in 19th and 20th Century German Literature*
- *German* Minnesang
- *Theodor Fontane*
- *Friedrich Dürrenmatt*
- *German Literature in Exile*
- *German Drama from Schiller to Hauptmann*
- *Young Goethe*
- *Heinrich Heine*

For further information and application materials, please contact:

The School in Germany
Middlebury College
Middlebury VT 05753
(802) 388-3711, Ext. 5528

Middlebury College
The German School
Middlebury, VT 05753

150-02-88

FRANÇAIS

MIDDLEBURY COLLEGE
1988-89

The French School

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5523

Summer 1988

June 24 - August 12 (Seven-Week Session)
Total: $ 2,850
(Tuition $1,880; Board $700; Room $270)

June 27 - August 12 (Six-Week Session)
Total: $2,785
(Tuition $1,880; Board $650; Room $255)

New Technologies at Middlebury

Introductory Computer Workshop
July 7 - 20
Total: $925 (Tuition $625; Room and Board $300)

CALICO Conference on Computers in Language Teaching
July 21 - 25 — Conference Fee: $75

PICS Conference on Video in Language Teaching
July 27 - 31 — Conference Fee: $75

Introductory Video Workshop
August 1 - 12
Total: $925 (Tuition $625; Room and Board $300)

Academic Year 1988-89

The School in France

Graduate and Junior Year Programs
(Tuition: Full year - $5,625; Semester - $2,825)

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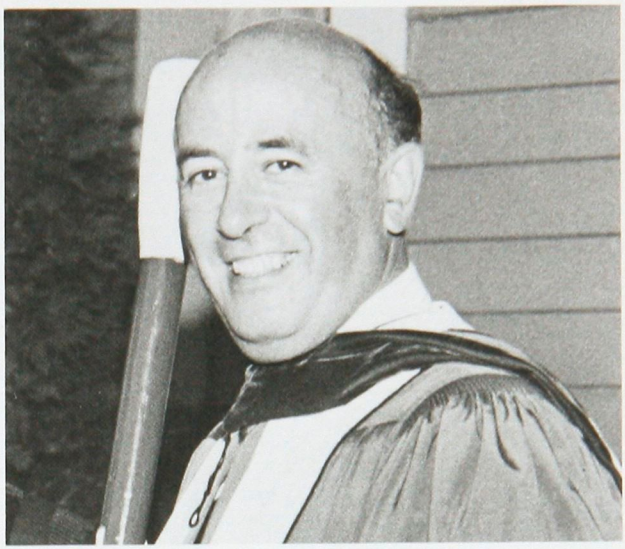


Quelques mots pour vous présenter l'Ecole française

Depuis sa création l'Ecole Française se consacre à l'enseignement de la langue, de la littérature et de la civilisation française. L'étudiant de Middlebury bénéficie d'une double expérience: la maîtrise d'une langue étrangère, et l'accès à d'autres disciplines telles que la linguistique, les sciences sociales, qui permettent d'explorer la culture française, la littérature et la pédagogie. Un très haut degré de coordination entre ces aspects différenciés du programme permet aux futurs professeurs de profiter de pratiques diverses et de mieux s'adapter aux situations professionnelles devenues de nos jours de plus en plus exigeantes.

Les cours de langue dits pratiques visent à la maîtrise du français: la langue étant un objet social il est essentiel d'explorer la société dans laquelle elle est enfin un outil de création esthétique ce qui rend l'étude de la littérature indispensable. Ces grands principes qui orientent le programme n'ont guère varié depuis douze ans.

Ce public étudiant, par contre, s'est lui beaucoup diversifié et la répartition des cours dans les différentes rubriques en a été sensiblement modifiée. Cet été, la moitié des cours proposés sont des cours de langue pratique. Ceci est dû à la présence de plus en plus forte des étudiants de sept semaines qui viennent à l'Ecole d'abord pour améliorer leur français parlé ou écrit. Les étudiants des six semaines cherchent eux aussi une compétence linguistique plus poussée et plus diversifiée.

Chacun voudra profiter de ce qui convient à son niveau et à ses goûts dans les cours de civilisation et de littérature.

Nous avons le plaisir de retrouver cette année parmi nous, Francine Dugast, Philippe Berthier, Philippe

Hamon, François Mariet, Maurice Mourier, Charles Sala, Roger Lauverjat, Margot Mahler, Laurent Patenotte, entre autres. Nous reverrons enfin Louis Porcher. Nous accueillerons avec joie les nouveaux venus: Jean-Michel Adam, professeur de linguistique à l'Université de Lausanne, et Pierre-Marc Renaudeau, maître de conférences à l'Institut d'Etudes Politiques. La Francophonie sera représentée cette année par Jacques Cotnam - littérature et civilisation du Québec - et Denise Brahimi - littérature et civilisation du Maghreb d'expression française. Nous accueillerons à nouveau, Carol Neidle, qui reprendra son cours d'informatique et enseignement, et Odile Challe qui apprendra aux (futurs) professeurs à se servir de la vidéo. Dans le même domaine, nous accueillerons à Middlebury deux ateliers technologiques dont la description se trouve à la fin du Bulletin.

Je remercie anciens et nouveaux collègues, professeurs de langue et de littérature, étudiants de tous niveaux, de venir se joindre une nouvelle fois à l'Ecole française d'été de 1988. Je conseille à tous les étudiants de lire attentivement ce bulletin. Ils pourront ainsi apprécier la richesse et la diversité du programme qui leur est proposé (linguistique, sémiotique, didactique, poésie, roman, civilisation, cours de langue, de phonétique, etc.).

Il n'y a pas de secret dans le cours d'été de Middlebury: "Ça enseigne, ça apprend, ça marche ... c'est toujours ça! Ça ne vous tente pas ?!"

Daniel Jourlait

The Middlebury Language Schools

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. The first, the German School, was founded in 1915. The French School was founded in 1916. Six other language programs followed - the Spanish School in 1917, the Italian School in 1932, the Russian School in 1945, the Chinese School in 1966, the Japanese School in 1970, the School of Arabic in 1982. The Middlebury School in France was established in 1949 in cooperation with the University of Paris, followed by similar programs in Madrid (1951), Mainz (1959), Florence (1960) and Moscow (1977).

French at Middlebury

The French School offers its students a variety of programs including intensive language training at five levels of proficiency from beginning to advanced, graduate programs leading towards the M.A., M.M.L., or D.M.L. degree, and three week graduate seminars concentrating on a single theme. The School in France has programs designed for undergraduates wishing to spend their junior year in Paris and for graduates who complete their M.A. degree with an academic year in Paris.

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use French as the only medium of communication during the entire session. A modified pledge is required of students on the beginning level.

Summer in Vermont

Middlebury is especially suited to the Language Schools and their approach to a unified learning experience. The College is on a hill overlooking the village, with lovely views of the surrounding mountains. The summer climate is usually temperate, with warm days and cool nights.

Students and faculty live on campus in dormitories assigned to the French School, and take their meals in a dining hall where only French is spoken. Classes are not normally scheduled for late afternoons, evenings or weekends, and the school often uses this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, and theatricals to complement the academically rigorous program. Such activities center on the use of French and often involve active student participation.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 7500 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills. Computer facilities are open to all students.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Program of Studies

All programs of study at the Language Schools emphasize the development of language skills and the understanding of other cultures. They require intensive and concentrated effort.

Classes from the beginning level through the doctoral level are taught in French. The courses numbered 100-499 are offered in the seven-week session: a full program is roughly equivalent to one academic year of study. Graduate courses, numbered 501-900, are offered in the six-week session to students working towards a Master's degree, a doctoral degree, or the degree of Master of

Modern Languages. A full six-week program is equivalent to three course units or nine credits.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. They must also have taken the equivalent of five years of college-level French.Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees.

To receive the Master's Degree in French, students must earn a total of twelve course units. They are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. The remaining units may be earned either during a series of summers on the Vermont campus or during an academic year in Paris. The program is designed to provide a broad base in the fields of French language, literature and civilization.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the Director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. A Master's degree in English or a foreign language is a prerequisite for entrance into the M.M.L. program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in French is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in French; two graduate courses in a second language (German, Italian, Russian, or Spanish); comprehensive examinations in both languages; one year's residency in France; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in French and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the

Language Schools at Sunderland Language Center, Middlebury College.

Credits

The seven-week session, levels l00-499, normally carries a total of three units, one unit being equal to 3 semester hours of credit.

The full six-week graduate program, levels 501-900, comprises three graduate courses for a total of three units of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury. Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving their own campus.

All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the Dean to transfer a maximum of three units or the equivalent from another institution. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred: courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar units may not be applied toward the M.M.L. or the D.M.L. degrees.

To obtain approval for a transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credits towards an advanced degree at an accredited college or university; that the courses are taught in French in the areas of language analysis, culture and civilization, literature, or professional preparation. Language practice courses may not be transferred, and the courses should not duplicate courses already taken for degree credit. This information must be sent to the Dean of the French School for approval prior to the students' registration in the course.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. Whether earned at Middlebury College or transferred from another institution, all credits and units expire after ten years.

Financial Aid

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad. In 1986-87 fifty percent of the students who applied for financial aid received some form of aid. Financial aid is awarded on the basis of need and academic ability, as rated by the Dean of the French School. We use the Language Schools Financial Aid Application, the College Scholarship Financial Aid Form, and complete copies of the 1986 and 1987 federal tax returns to arrive at a determination of students' need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

The following scholarships have been established in honor of students, friends or faculty of the French School: The Frieda Derdeyn Bambas Scholarship, The Lea Z. Binand Scholarship Fund, The Stella Christie Scholarship Fund, The French Center in New England Fund, L'Amicale (French School Alumni Association) Scholarship Fund, The Claude Lévy Scholarship Fund, and The James Richardson Scholarship Fund. Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

For the summer sessions, financial aid is generally awarded in the form of employment, grant aid, National Direct Student Loans, or a combination of the three. The remaining need may usually be met through a Guaranteed Student Loan from a student's home bank. Employment in the summer consists of work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

For the schools abroad, assistance directly from Middlebury is available only for graduate students or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of College grants and National Direct Student Loans, with any remaining need met by a Guaranteed Student Loan through the student's home bank.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. Tel. 802/388-3711,ext. 5158.

Fees

A non-refundable fee of $30 must accompany each new student's application. Upon acceptance, all students are required to pay a $150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1988 of their decision to cancel their enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six week session is $625.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the Director of the French School. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $700 (tuition $400; board $150; room $150).

Application and Admission

Students apply for admission to the seven-week intensive language program, to the junior year program in Paris, to one of the graduate degree programs on the Middlebury campus, or to the graduate program on the Middlebury campus followed by the academic year in Paris.

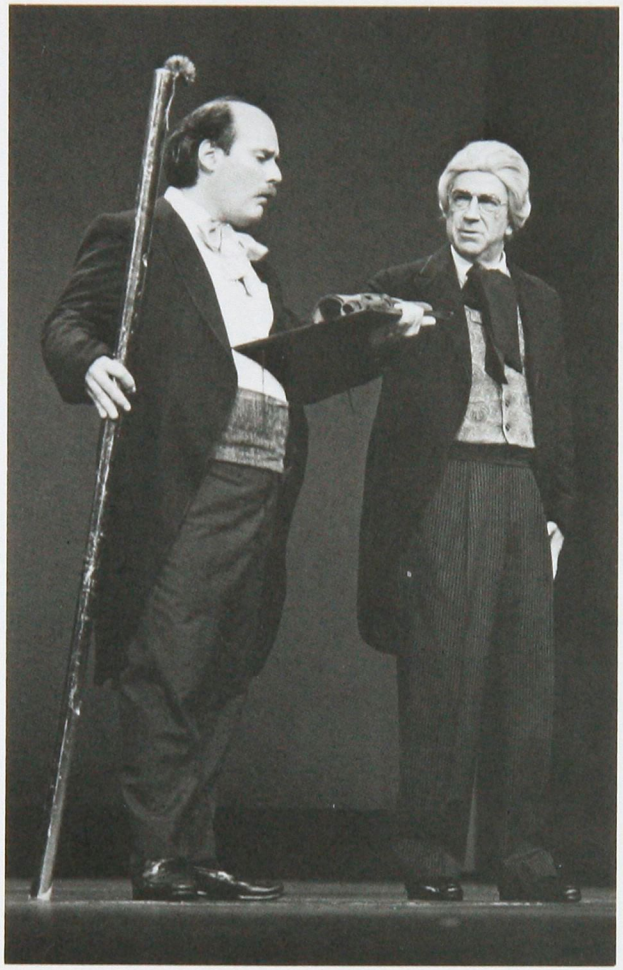
Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on the tests administered before the start of classes. By applying for admission, a student agrees to accept the placement indicated by the test results.

Applications are processed until the start of the program in June, but as some levels may be fully subscribed by mid-March, early application is desirable. For more information or an application, contact the French School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5523

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.



The French School

Director: DANIEL JOURLAIT. Professeur, l'U.E.R. pour étudiants étrangers, Université d'Aix-Marseille III. Doctorat, Université de Paris IV-Sorbonne.

Dean: MIREILLE BARBAUD-MCWILLIAMS. Assistant Professor of French, Middlebury College. Doctorat de 3e cycle, Université de Paris X-Nanterre.

Faculty

JEAN-MICHEL ADAM. Professeur, Université de Lausanne. Doctorat de 3e cycle. Docteur-ès-lettres.

DOMINIQUE AGOSTINI. Professeur assistant, Ecole Normale Supérieure (Saint Cloud). Doctorat de 3e cycle. Agrégation de sciences sociales.

CLAUDE BEAUCLAIR. Comédien. Metteur-en-scène. Directeur, Compagnie Inter-Europe-Spectacle (Paris).

MIREILLE BELLONI. Lecturer, University of Michigan. Ancienne élève de l'Ecole Normale Supérieure (Fontenay). Agrégation d'anglais. D.E.A. de civilisation américaine.

ASTRID BERIER. Teaching Assistant, University of Toronto. M.A., University of Toronto.

PHILIPPE BERTHIER. Professeur de littérature française, Université de Grenoble III. Directeur, Centre d'Etudes stendaliennes. Ancien élève de l'Ecole Normale Supérieure. Agrégation. Docteur-ès-lettres.

MICHELE BONNET. Assistante, Université de Provence. Ancienne élève de l'Ecole Normale Supérieure (Sèvres). Agrégation d'anglais. Doctorat de 3e cycle.

DENISE BRAHIMI. Maître de conférences, Université de Paris VII. Ancienne élève de l'Ecole Normale Supérieure (Sèvres). Agrégation de lettres classiques. Docteur-ès-lettres.

ODILE CHALLE. Chargée de cours de français des affaires à la Sorbonne (Paris IV) et à l'Institut d'Etudes Politiques de Paris. D.E.A. de didactique générale des langues étrangères (Paris III).

JACQUES COTNAM. Professor, York University. Ph.D., Université de Laval.

EVELYNE COUTELLER. Instructor, Institute for American Universities, Aix-en-Provence. Maîtrise de linguistique, Université d'Aix-en-Provence.

FRANCINE DUGAST. Professeur, Université de Haute-Bretagne III. Docteur-ès-lettres.

MICHELE FRELAND. Assistante, Institut pour étudiants étrangers, Aix-en-Provence. Maîtrise de linguistique et phonétique appliqué.

MICHEL GABRIELLI. Lecturer, University of Michigan. Diplôme de l'Ecole des Cadres de Paris.

ALINE GERMAIN-RUTHERFORD. Professor, Ridley College. Maîtrise en linguistique, Université de Provence.

BRIDGET GOUTAL. Teaching Assistant, Harvard University. M.A., Harvard University.

THIERRY GRASSIOULET. Lecturer, Smith College. M.A., University of Michigan.

PIERRE HAILLET. Course Director, York University. Instructor, University of Toronto. Maîtrise de linguistique française, Université de la Sorbonne Nouvelle - Paris III.

PHILIPPE HAMON. Professeur, Université de Haute Bretagne II. Docteur-ès-lettres.

DENISE HAYOUN. Assistant Professor, University of York. D.E.A. de phonétique, Université d'Aix-en-Provence.

LAUREEN HURT. Teaching Assistant, University of Indiana. M.A.,University of Indiana.

ROGER LAUVERJAT. Maître-assistant, Université de Perpignan. Agrégation de lettres moderne.

CATHERINE LEGOUIS. Assistant, Yale Language Laboratory. M. Phil., Yale University.

MARGUERITE MAHLER. Assistant Professor, Dickinson College. Ph.D., University of Florida.

FRANÇOIS MARIET. Professeur, Université de Paris-Dauphine et Institut d'Etudes Politiques. Docteur-ès-lettres. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud) et de l'I.E.P. de Paris.

CHERYL MELLOR. Teaching Assistant, University of Michigan. M.A., Middlebury College.

FRANÇOISE MOJERET. Comédienne, Compagnie Inter-Europe-Spectacle.

MAURICE MOURIER. Chargé de recherche au C.N.R.S., Université de Paris X-Nanterre. Agrégation de lettres classiques.

CAROL NEIDLE. Assistant Professor, Boston University. Ph.D., Massachusetts Institute of Technology.

ISABELLE NOURY. Directrice, Service universitaire des étudiants étrangers, Université de Rennes II. Maîtrise et C.A.P.E.S. de lettres modernes.

LAURENT PATENOTTE. Instructor, Phillips Exeter Academy. M.A., University of Michigan.

LOUIS PORCHER. Professeur, Université de Paris III. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Docteur-ès-lettres.

MAGUY POTIER. Assistante, CAVILAM (Vichy-Clermont-Ferrand). D.E.A. de français langue étrangère.

LAURIE RAMSAY. Teaching Assistant,University of Indiana. M.A., University of Indiana.

PIERRE-MARC RENAUDEAU. Maître de conférences, Institut d'Etudes Politiques. Ancien élève de l'Ecole Normale Supérieure (Saint-Cloud). Diplôme de l'I.E.P. Agrégation d'histoire. D.E.A. de sciences politiques.

CHARLES SALA. Maître-assistant, Université de Paris X-Nanterre. Doctorat de 3e cycle.

HELENE SIMOES. Lecturer, University of Texas. M.A., University of North Carolina. D.E.A., Université de Provence.

PIERRE SOUQUE. Professeur d'anglais, Université de Toulouse I. C.A.P.E.S. d'anglais.

JEAN VERRIER. Maître de conférences, Université de Paris VIII-Vincennes à St. Denis. Ancien élève de l'Ecole Normale Supérieure (St . Cloud). Agrégation de lettres modernes.

Administrative Staff

APRIL JIN. Bilingual Secretary.

NICOLAS LEMINH. Assistant to the Director of the French School.

FRANÇOISE RIPOCHE. Assistant to the Director of the School in France.

CONSTANCE WEEMS. Bilingual Secretary.

BONNIE WOOLLEY. Bilingual Secretary.

Intensive Language Courses

Students registered in the intensive language courses (seven-week session) are enrolled in courses 101 to 499 according to their level of proficiency as determined by placement tests administered at the beginning of the session. Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The normal course of study carries three units (the equivalent of nine semester-hour credits). Courses numbered 101 to 499 begin on Monday, June 27 at 8:00 a.m.

Schedules, texts and staffing are subject to change.

101-102-103 Beginning French
Michèle Bonnet, Laureen Hurt

Méthode de Français is designed as a complete approach to the French language, encompassing not only listening and speaking abilities, but also reading and writing skills. The author's concern with authenticity accounts for the use of idiomatic expressions (ranging from the colloquial to the literary) and constant references to French civilization through the story of two characters. The "method" is audio-visual, relying on the use of videos and tapes, with daily work at the lab, but, though it emphasizes oral and global comprehension, each lesson offers a set of grammar drills and exercises and is carefully structured to allow for full systematic practice of the four skills, so that students are able to handle any kind of situation by the end of the seven weeks. (3 units)

201-201-203 Early Intermediate French
Catherine Legouis, Laurie Ramsay

Continuation of 101-102-103. Active and systematic review of grammatical structures and problems. Accelerated method of using video. Greater emphasis will be placed on reading and writing. At the end of this course students should be able to read a contemporary text of

moderate difficulty, and to express their opinions about it in phonetically accurate French and short critical papers. Depending on student preparation and performance, this course corresponds to the second and third semester of French. (3 units)

211-212-213 Intermediate French

Coordinator: Laurent Patenotte

This course is intended for students whose study of first-year French is recent and who wish to continue their study and perfect their skills. It includes active and systematic review of grammatical structures and problems, oral comprehension and production, and a greater emphasis on reading and writing. Depending on student preparation and performance, the entry level for this course corresponds to the third semester of college level French. (3 units)

300 and 400 Level - Advanced French

At the advanced level, students are assigned to sections and levels according to their performance on the placement tests given at the beginning of the session. The program is organized by specific skills: oral comprehension, oral production, composition, and structures of French grammar. Each skill involves one hour of class a day, plus outside work in the language laboratory or small drill and correction sections.

The 300 level courses are for students who are ready to enter the fifth or sixth semester, or third year of college French, depending on the individual. The 400 level courses correspond to the fourth year, in both language skills and content.

301/401 Oral Comprehension

Pierre Souque, Maguy Potier

These courses are designed to introduce students to authentic, unrehearsed material recorded in France. Emphasis will be placed on developing competence in listening skills in direct relation to everyday situations in a francophone culture. Both standard and regional accents will therefore be reviewed with the aim of understanding the people of contemporary France. Regular work assignments together with supplementary materials used both in class and in the language lab will help familiarize the student with a wide range of real-life conversations, and will include the study of idiomatic spoken French. Students will be placed in 301 or 401 depending on placement test results. (.5 units)

302/402 Oral Production

Michel Gabrielli, Astrid Berier

The aim of these courses is to develop and improve students' ability to express themselves in correct standard French in given situations, without neglecting idiomatic aspects of the language or *le français comme on le parle*. Though the composition of classes may be different from that in 301/401, the course will be based on the same premises and materials. Students will be placed in 302 or 402 depending on placement test results. (.5 units)

303 French Grammar

Marguerite Mahler, Cheryl Mellor

This course is intended for students who have a basic familiarity with the French language, who generally know the most frequent forms and structures but who are still insecure in using them, especially in writing. A thorough review of grammar will be presented, with emphasis on points that offer most difficulties to speakers of English. Students will gain a sense of the architecture of the language, how different parts are related and function together, and how one chooses to articulate those different elements to express a meaning. (1 unit)

304/404 Composition Coordinator: Pierre Haillet

These courses are devoted to the systematic acquisition of writing skills. The ultimate goal of the sequence, at the end of 404, is the mastery of correct, logical and well-articulated expository prose. A great variety of exercises will lead the student through different types of writing. The acquisition of vocabulary, the mastery of complex grammatical structures and the ability to develop various types of descriptive, narrative or argumentative prose will be stressed throughout the sequence. Students will be placed in 304 or 404 depending on placement results. (1 unit)

Students who perform particularly well on the placement test will be allowed to enroll in **one** of the following courses:

423 Introduction to Linguistic Analysis

Jean-Michel Adam

Between the smallest units (sounds of the language) and the largest (texts) linguistics traditionally distinguishes several levels of analysis: morphological, syntactic (description of the sentence), semantic and pragmatic. After a brief presentation of the main ideas of general linguistics, this course will propose an introduction to textual linguistics. Poems, slogans, brief stories and tales will be studied (1 unit)

Texts: M. Yaguello, *Alice au pays du langage* (Seuil); J.-M. Adam, *Le Récit* (P.U.F. Que sais-je? 2149).

432 Introduction to Social Analysis

Dominique Agostini

The study of any society requires an understanding of its economy, political system, and its social structures. The goal of this course is to familiarize students with the language and basic principles of the social sciences. Three books have been chosen that present the current state of sociology, history and political science. In addition, they offer a description of French culture, because

the study of the social sciences cannot be isolated from their national context. This course is a discovery of both social science and France. (1 unit)

Texts: C. Lévi-Strauss, *Le Regard éloigné* (Plon); G. Duby, *Le Dimanche de Bouvines* (Point Seuil); J. Rondin, Le Sacré des Notables (Payard).

491 Introduction to Literary Analysis
Francine Dugast

See description of 591 below. (1 unit)

Graduate Program of Studies

To be eligible for acceptance to the six-week session, applicants are normally expected to have a B.A. degree with a major in French or equivalent course work in French, and a grade average of B or better. In addition to students preparing Middlebury's M.A., M.M.L., or D.M.L. degree, the French School welcomes each summer 'non-degree' students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in French).

New students enrolled in the graduate session must take a written language test before they register. According to their performance, they may be placed in one of the following: 511 Introduction to Composition or 611 Advanced Composition

After the written language test, new students must have an interview with a phonetics instructor. According to results of the interview, the student will be placed in 504 (Pronunciation of Contemporary French), or exempted from a phonetics course. In the latter case, he/she will take the proficiency test required for the M.A. degree during the 3rd, 4th, or 5th week of the session. New students may register only when thay have received the results of the written language test and of the phonetics interview.

A normal load is three courses (nine semester hours)

selected in consultation with the Director or Dean. Permission to take an extra course is granted only exceptionally by the Dean of the French School, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Two types of courses are offered in the graduate program: 1) foundation courses which are designed to provide students with the linguistic, cultural and literary skills needed for further study; 2) specialized courses which allow the student to build on this foundation and acquire broader and more sophisticated knowledge. Courses of the first type are a permanent part of the program and are offered each summer. The more specialized courses change each year depending on the faculty and their specialities, allowing for a variety of subjects and approaches.

Courses at the 500, 600 and 700 levels are essentially for students preparing for the Master of Arts degree. They are also open to highly qualified undergraduates who have scored well on the placement test and are judged capable of doing work at the graduate level. The numbering of graduate courses is arranged to indicate level of difficulty. Beginning graduate students normally take 500 level courses, while 700 level seminars are usually for finishing M.A. candidates. The 800 level courses are mainly for doctoral candidates or highly qualified master's candidates. 900 level courses are for D.M.L. candidates only. Each course carries one unit of graduate credit unless otherwise indicated. The normal course of study during a summer session is three units. Graduate courses begin on Thursday, June 30th.

M.A. Degree Requirements: Candidacy for the M.A. degree is confirmed upon successful completion of a six-week summer session at the Middlebury French School. To receive the M.A. degree the student must complete a total of twelve units. These may be obtained at a series of summer sessions on the Vermont campus, or by taking three units during a summer session and completing the requirements during a full academic year in Paris.

A maximum of three units may be transferred from other graduate programs following approval by the Dean of the French School. Two units earned at Middlebury's two-week seminars may be applied to the degree. The combined total of seminar and transfer credits may not exceed three. N.B. Courses taken at other institutions and proposed for transfer toward the Middlebury M.A. degree must have been taken after admission to candidacy, at the end of the first summer session.

Distribution requirements for those students choosing to earn their degrees on the Middlebury campus:

a) one unit in advanced composition (611 or the equivalent);
b) certificate of competency or proficiency in phonetics;

c) two units in civilization;
d) three units in literature.

Distribution requirements for those students choosing to earn their degree in Paris as well as on the Middlebury campus:

a) one unit in advanced composition (611 or the equivalent);
b) certificate of competency or proficiency in phonetics;
c) two units in civilization;
d) two units in literature (including 591 or the equivalent);
e) *mémoire.*

I. Cours de Langue

A. Conversation

502 Production orale — Isabelle Noury

L'objectif de ce cours est de développer les capacités d'expression orale de l'étudiant. L'accent sera mis sur l'usage contemporain. Les étudiants développeront leur facilité d'expression, enrichiront leur vocabulaire et apprendront à s'adapter à différentes situations de communication.

B. Phonétique

504 Prononciation du français contemporain: sons, rythme, intonation
Aline Germain-Rutherford, Denise Hayoun

Uniquement par placement.

Ce cours permet d'aider les étudiants à atteindre une plus grande maîtrise de la prononciation. Complément indispensable aux cours de grammaire et de conversation, il traite exclusivement de la phonétique, du rythme et de l'intonation. La brochure intitulée "La phonétique à Middlebury," sur les détails de la méthode, est disponible au début de la session.

C. Grammaire et composition

Coordonnateur: Mireille Belloni

511 Grammaire et composition
Michele Freland, Isabelle Noury

Par placement. Sections limitées à quinze étudiants. Ce cours offre une revue systématique des points de grammaire fondamentaux, en particulier du système verbal et de l'application pratique des règles au niveau de la phrase et de son intégration dans le paragraphe.

611 Composition avancée
Mireille Belloni, Roger Lauverjat

Ce cours est obligatoire pour la maîtrise. Il donne aux étudiants le moyen d'utiliser des structures grammaticales complexes. On accordera une attention particulière à l'étude des niveaux de langue.

618 Traduction — Mireille Belloni
Prerequisite: 611

Ce cours s'efforcera, par la traduction de textes contemporains, d'aider les étudiants: 1) à approfondir leur connaissance de la langue française par un travail rigoureux d'enrichissement du vocabulaire, des expressions idiomatiques et de la syntaxe; 2) à commencer à prendre conscience des caractéristiques spécifiques de chacune des deux langues. Les étudiants devront avoir à leur disposition un bon dictionnaire bilingue (Robert & Collins par exemple) et un bon dictionnaire unilingue (Le Petit Robert).

D. Atelier de théâtre

508 Atelier de théâtre — Françoise Mojeret

Cet atelier mettra l'accent: a) sur un travail de diction, de pose de voix et d'expression utile aux futurs professeurs; b) sur des textes de théâtre d'auteurs contemporains (scènes courtes pouvant être apprises rapidement); c) sur des improvisations à deux puis à plusieurs.

II. Linguistique

624 Introduction à la linguistique
Jean-Michel Adam
Prerequisite: 611

Ce cours présentera les développements récents de pragmatique textuelle à partir de deux questions: 1) les temps des verbes: rappel des travaux de Benveniste et de Weinrich et introduction à la pragmatique des temps verbaux; 2) les connecteurs argumentatifs: polyfonctionnalité de mots du discours comme *mais, même, quand même, si, certes, car, puisque,* etc. Les applications porteront sur des textes littéraires (théâtre, roman, poésie), sur la presse et sur la publicité.

Textes*:* D. Maingueneau, *Eléments de linguistique pour le texte littéraire* (Bordas).

676 Sémiotique narrative et descriptive
Philippe Hamon

Voir sous Littérature.

III. Civilisation

531 La France et la C.E.E. — Dominique Agostini

En 1992, personnes et marchandises pourront circuler librement dans tous les pays appartenant à la C.E.E. (Communauté Economique Européenne). L'Europe deviendra ainsi un marché de près de 260 millions de consommateurs. Pour tous les pays membres de la C.E.E., les conséquences sociales et économiques

seront considérables mais tous les pays ne sont pas à égalité devant la concurrence qui naîtra immanquablement de la suppression des frontières. La France est-elle prête, malgré ses difficultés économiques actuelles, à jouer un rôle qui correspond à son histoire et à sa tradition?

Ce cours répondra à cette question à partir d'une analyse des mécanismes institutionnels, économiques et culturels de la C.E.E.

547 Les arts français aux XVIIème et XVIIIème siècles Charles Sala

Le cours commencera par l'étude du Château de Vaux-le-Vicomte et la naissance d'un ordre classique en architecture, peinture et sculpture. L'étude sera prolongée par le Château de Versailles et son évolution jusqu'au XVIIIème siècle. Une attention particulière sera accordée à l'élaboration de la mythologie monarchique ainsi qu'aux diverses stratégies du roi dans le domaine esthétique, politique et social. Une partie du travail sera consacrée à l'art de la fête comme expression suprême de l'esthétique de la cour. Le précédent de P. Rubens (Cycle de Marie de Médicis) nous permettra de maîtriser la complexité du langage rhétorique du XVIIème siècle en peinture et d'aborder l'ensemble iconographique de la Galerie des Glaces. Dans le domaine de la peinture de chevalet on traitera le paysage mythologique et la naissance de la sensibilité rétinienne (Poussin et Le Lorrain). Watteau nous introduira à l'esthétique du théâtre et des sentiments allusifs et sera comparé à François Boucher. La peinture de Fragonard fera l'objet d'un chapitre à part.

La dernière partie du travail sera centrée sur la fin de l'Ancien Régime et sur les débuts de la Révolution. On étudiera l'aspect de la vie quotidienne et du "décorum" royal à travers les tableaux et les estampes.

634 La culture publicitaire française
François Mariet

La publicité occupe désormais une place primordiale dans la formation de la culture française contemporaine; les développements des média au cours des récentes années en ont encore augmenté l'influence. De plus une véritable école de publicité "à la française" s'est créée dans le domaine de la télévision et de l'affichage à laquelle collaborent les plus grands artistes.

Cette publicité reflète et accompagne les transformations sociales les plus profondes: répartition des rôles masculins et féminins, développement de nouveaux services, modification des habitudes alimentaires et vestimentaires, changement du paysage économique, modes de vie des enfants et des adolescents, etc. Ce cours se propose de montrer à la fois le fonctionnement de la publicité (création, répartition dans les média, organisation d'une campagne publicitaire multimédia) et la manière dont les images et les textes publicitaires révèlent les tendances les plus significatives de la société

française de la fin des années 1980. On utilisera tous les média y compris la radio, l'affichage (diapositives) et la télévision de l'année (notamment la télévision des nouvelles chaînes de télévision commerciale).

(2 heures par jour, 30 juin-20 juillet)

655 Le patrimoine français
Pierre-Marc Renaudeau

La France est un pays riche de souvenirs, de traditions et de monuments. Le passé sous la forme de ses différentes traces est depuis longtemps un enjeu, depuis vingt ans il est devenu une politique qui entend sauvegarder, préserver, animer les plus grands comme les plus humbles monuments de l'histoire nationale: des grands projets comme celui du Louvre aux petits éco-musées de province. Des exemples précis seront développés permettant ainsi de connaître par avance les lieux significatifs de la mémoire française qui ont fait l'objet d'une mise en valeur.

659 Les chansons de Français, pour connaître la culture et la société française Odile Challe

La chanson reflète la culture la plus populaire au sein d'une société; elle traduit les grandes tendances de l'évolution d'une société. Elle contribue au patrimoine culturel des Français. Ce cours présentera la chanson française classique (Charles Trenet, Edith Piaf, Georges

Brassens, etc.) mais également la chanson populaire actuellement (Renaud, Sardou, etc.) parmi les différentes couches sociales françaises.

Le cours consistera en divers moments: - écoute de chansons, données sur l'auteur et le compositeur; - analyse de vidéo-clips et des paroles; - étude de la signification culturelle des chansons écoutées; -écoute individuelle au laboratoire.

741 L'actualité de l'année 1987-88 dans la presse française François Mariet, Dominique Agostini

Comment la presse française a-t-elle vu le monde au cours de l'année passée? Comment les Françai(se)s ont-ils (elles) vu le monde? Ce cours présentera d'abord quelques-uns des titres les plus importants de la presse française *(l'Expansion, l'Express, le Point, Paris-Match, le Nouvel Observateur, le Monde, Télé 7 jours, Libération, le Figaro)*. Ensuite à propos de quelques évènements marquants, nationaux et internationaux (une partie importante du cours sera consacrée à l'élection du président de la République et à son retentissement), on essaiera de déterminer quelques unes des composantes essentielles de la manière française de voir le monde. Enfin on tentera également de dégager les caractéristiques du travail des journalistes français (que l'on comparera à celles de leurs collègues américains).

743 La civilisation maghrébine Denise Brahimi

Cette civilisation ne se comprend que par un retour au passé, qui explique sa complexité et sa diversité. Le passé berbère reste extrêmement présent, il enveloppe le mode de vie des paysans et toute une part de la culture orale. Cependant, on verra l'importance de l'apport arabe, dans les moeurs, la religion, la langue. Dans ce cours, on cherchera surtout à cerner les problèmes actuels qui écoulent de ce long passé: problème linguistique (langue berbère, arabe parlé, arabe littéraire, langue française), situation difficile des femmes, recherche d'une identité dans le cadre de l'état national.

Textes: G. Tillion: *Le Harem et les cousins* (Seuil); A. Bouhdiba, *La Sexualité en Islam* (PUF); R. Boujedra, *La Vie quotidienne en Algérie* (Hachette).

745 La civilisation du Canada français des origines à nos jours Jacques Cotnam

À travers quelques textes littéraires et de nombreux documents, extraits notamment de récits de voyage, de correspondances, de mandements des évèques et des journaux de l'époque, ce cours tentera de dégager les principales facettes de la vie politique et socio-culturelle du Canada français de ses origines à la fin du XIXème siècle et de mettre en lumière les grands moments de son histoire.

Textes: Philippe Aubert de Gaspé, *Les Anciens Canadiens* (1863); Laurent Mailhot, *Arthur Buies* (1980).

747 Histoire intellectuelle de la France
Pierre-Marc Renaudeau

Une histoire des intellectuels en France de la veille de la Révolution française à nos jours trouve nécessairement sa source dans différents courants de l'histoire contemporaine. Il faut d'une part expliquer par des textes courts et significatifs l'originalité de la pensée d'un auteur, déterminer son influence immédiate et lointaine, examiner sa postérité. Par ailleurs, il convient de faire le chemin inverse, aller de l'époque vers l'homme, en montrant une pensée prise dans les débats de son temps, un écrivain fidèle à ses lieux, à des cercles et des revues, un individu reconnu ou oublié de ses contemporains.

Cela afin de retracer l'histoire intellectuelle de la France contemporaine, si riche de déclarations, de coalitions, d'exclusions; histoire importante dans la mesure où la France est un pays où les intellectuels prétendent commenter et inspirer la vie politique.

IV. Littérature

591 Analyse textuelle

Coordonnateur: Roger Lauverjat
Obligatoire pour les étudiants allant à Paris.

Ce cours vise à donner aux étudiants une méthode qui leur permette de résoudre les problèmes divers (historiques, philosophiques, esthétiques) qu'ils auront à se poser lorsqu'ils analyseront un texte littéraire. C'est donc une introduction aux différents types de discours critiques (linguistique, structural, stylistique, psychanalytique) et à la description et l'interprétation de l'oeuvre littéraire.

676 Sémiotique narrative et descriptive
Philippe Hamon

Tout texte littéraire, qu'il soit en prose ou en vers, contient des passages à dominantes narratives et des passages à dominantes descriptives. Qu'est-ce qu'une description? Comment s'opère leur collaboration à l'intérieur d'un même texte? Comment les analyser?

Textes: Emile Zola, *Le Ventre de Paris* (Livre de poche, 1984); H. de Balzac, *La Vieille fille* (Garnier-Flammarion); Guy de Maupassant, *La Horla* (Livre de poche).

677 Le conte populaire français Jean Verrier

Qui ne connait pas "Little Red Riding Hood" ou "Cinderella" ou encore "Beauty and the Beast"? En France on les appelle "Le Petit chaperon rouge", "Cendrillon", "La Belle et la Bête". En Allemagne "Cendrillon" c'est "Aschenputtel". Ce conte existe aussi en Chine et au Japon.

Pourquoi alors étudier ce que tout le monde connaît? Mais s'agit-il bien des mêmes contes? Qu'ont-ils en commun? Et, au contraire, quels sont les éléments qui

distinguent, par exemple, les contes du *Blue Fairy Book* et les contes "français" de la tradition orale ou réécrits par Charles Perrault au XVIème siècle?

L'étude de quelques contes français oraux (on écoutera des enregistrements récents) ou écrits (Perrault, Pourrat, et sous un mode parodique: Tournier, Gripari, Dumas), offrira plusieurs sortes d'intérêt: en plus du simple plaisir de la découverte ou de la reconnaissance de variations sur des thèmes entendus depuis l'enfance, on étudiera les problèmes du passage de l'écrit à l'oral et de la "culture populaire" à la "culture savante", on s'initiera à la narratologie (étude du récit), à la textanalyse (approche psychanalytique des textes), et, chemin faisant, on pourra glaner quelques informations ethnographiques (connaissance de la société française). Ce parcours initiatique conduira du conte oral à l'étude de la littérature en général.

Textes: Perrault, *Contes* (Livre de Poche); Tournier, *Le Coq de Bruyère* (Folio-Gallimard); V. Propp, *Morphologie du conte* (Coll. Points-Seuil); M. Simonsen, *Le Conte populaire français* (Que sais-je? PUF).

679 Les nouvelles du XIXème siècle
Philippe Berthier

Seront étudiés de près une série de courts récits qui permettront de s'interroger sur les caractéristiques techniques des formes brèves et surtout d'examiner certains thèmes communs à l'ensemble des trois textes retenus: en particulier l'énergie des passions, la force du désir, condamné à la clandestinité coupable par le développement de la "civilisation" moderne. On approchera ainsi l'imaginaire romantique.

Textes: H. de Balzac, *La Fille aux yeux d'or* (Folio 846); Stendhal, *Chroniques italiennes* (Folio 392); Barbey d'Aurevilly, *Les Diaboliques* (Folio 342).

763 Autobiographies Philippe Berthier

On étudiera, et surout on comparera, deux des plus grandes autobiographies du XIXème siècle, profondément opposées l'une à l'autre, en mettant l'accent sur les problèmes propres au genre, et en s'intéressant à deux manières antithétiques d'analyser le *moi* et de raconter ses aventures dans les remous de l'histoire.

Textes: Stendhal, *Vie de Henry Brulard* (Folio 447); Châteaubriand, *Mémoires d'outre-tombe* (1er vol., Livre poche, n. 1327).

764 Texte littéraire et histoire Francine Dugast

L'étude se fondera sur les méthodes d'analyse qu'on peut appliquer à divers types de texte (théâtre, poésie, récit, roman), sur les différentes représentations de l'histoire qu'ils suscitent, et surtout sur les procédés littéraires mettant en jeu les mythes, les symboles et les références au réel.

Textes: Jean Anouilh, *Antigone*, (Table Ronde); Paul Eluard, *Au Rendez-vous allemand* (Edit. de Minuit); André Breton, *Arcane 17* (Coll. 10\18); Michel Tournier, *Le Roi des Aulnes* (N.R.F. 1970).

766 La littérature maghrébine contemporaine
Denise Brahimi

La littérature francophone des Maghrébins s'est développée après la 2ème guerre mondiale. Elle voulait attirer l'attention sur la misère et les désillusions de l'après-guerre, et aussi sur les particularités du mode de vie traditionnel, en voie de disparition. Mais cette littérature se contente rarement d'être un témoignage sociologique, elle est souvent une revendication personnelle de caractère autobiographique, en même temps qu'une critique sociale audacieuse, violente dans son expression. On verra que la production francophone, toujours abondante, intègre les recherches littéraires les plus exigeantes d'aujourd'hui.

Textes: Mouloud Mammeri, *L'Opium et le bâton* (Coll. 10\18); Assia Djebar, *L'Amour la fantasia* (J.C. Lattès); Driss Chraibi, *La Mère du printemps* (Seuil).

772 Le texte poétique Philippe Hamon

Le propos du cours sera double. D'abord poser un certain nombre de questions générales et théoriques touchant au statut du texte poétique. Qu'est-ce que la poésie? S'oppose-t-elle à la prose? Y a-t-il des critères (formels, thématiques, de production, de réception, etc.) permettant d'identifier ce qu'est un poème? Qu'est-ce qu'un poème en prose? Qu'est-ce qu'une image poétique? un rythme poétique? Le poème par excellence ne serait-il pas le poéme lyrique? Y-a-t-il une lisibilité (ou une illisibilité) propre au texte poétique?

Le deuxième but du cours sera d'initier à la méthode d'analyse structurale (ou structuraliste) telle qu'elle a été mise au point ces dernières années pour la lecture et l'analyse de textes très divers, et de vérifier si cette méthode est probante pour l'analyse des poèmes.

Le cours s'appuiera sur des échantillons très divers de poèmes pris essentiellement dans la littérature française du XIX et XXème siècles (Baudelaire, Verlaine, Rimbaud, Apollinaire, Breton, Eluard, Ponge). Ces échantillons seront distribués en cours.

776 Trois voies de la poésie française au XXème siècle Maurice Mourier

La poésie est par excellence le lieu de l'expérimentation solitaire et, si le poète "traduit le monde" où il vit - ce qui peut en effet se produire - c'est de surcroît et comme sans l'avoir voulu. Il y a donc littéralement un abîme entre les trois poètes auxquels ce cours est consacré, tant du point de vue du "contenu" de leurs écrits qu'en ce qui concerne leur écriture, bien que, du strict point de vue biographique, leurs oeuvres soient

contemporaines, certaines d'entre elles tout au moins.

Quoi de commun, en effet, semble-t-il, entre le lyrisme cosmique et triomphal de Saint-John Perse, l'exploration de "l'espace du dedans" tentée par Henri Michaux, l'attention méticuleuse à l'humble réalité des choses qui commande l'activité de Francis Ponge?

Pourtant, il se pourrait bien que la lecture critique puisse mettre au jour certain principe d'analogie entre ces trois démarches poétiques, parmi les plus pures qui soient, s'il est vrai que ces poètes se retrouvent dans une exigence commune, et toute formelle: celle de porter l'écriture à un haut degré de tension - c'est là l'héritage de Rimbaud et de Mallarmé - en usant notamment des ressources infinies du language (étymologie, création linguistique, hardiesses rythmiques, jeux de toutes sortes).

788 Le roman québecois des années 60
Jacques Cotnam

Les années 60 marquent le début de ce qu'on a convenu d'appeler la Révolution Tranquille du Québec. Si l'esprit de renouveau qui s'est alors manifesté se traduisit par une remise en question de l'identité nationale et des valeurs traditionnelles, il encouragea également une profonde réflexion quant à la signification de l'acte d'écrire, du rôle de l'écrivain et du langage. De cette remise en question tout comme de cette réflexion essentielle témoignent éloquemment les trois romans que nous nous proposons d'étudier.

Textes: Hubert Aquin, *Prochain épisode* (1965); Marie-Claire Blais, *Une Saison dans la vie d'Emanuelle* (1965); Réjean Ducharme, *L'Avalée des avalés* (1966).

V. Didactique/Pédagogie

690 Enseigner le français aujourd'hui
Louis Porcher

Ce cours a pour but d'étudier les problèmes pédagogiques concrets qui se posent dans une classe de Français Langue Etrangère. Il sera construit autour d'un manuel sorti récemment: "Rue Lecourbe". Il ne s'agit pas de faire un cours sur ce manuel, mais de discuter, sur l'exemple de ce livre, les difficultés que l'on rencontre dans la pratique d'une classe et dans l'utilisation d'une méthode. On s'intéressera, en particulier, aux dialogues proposés, aux exercices de grammaire et de vocabulaire, aux documents de civilisation offerts dans le livre. Ce sera donc un travail concret, où l'on s'efforcera de mettre en évidence quelques-uns des moyens pédagogiques dont peut disposer un enseignant de Français pour conduire sa classe en intéressant les élèves.

Texte: *Rue Lecourbe - méthode de français* (Hatier-Didier).

698 Utilisation pédagogique de la télévision française
Odile Challe

La vidéo offre de nouveaux supports didactiques pour enseigner le français. Une nouvelle technologie crée une nouvelle situation de communication. Nous travaillerons plus particulièrement les points suivants:

- préparation d'une leçon autour d'une émission;
- exploitation d'une émission de TV dans tous ses aspects (phonétique, grammaire, expression écrite et orale, compréhension écrite et orale);
- étude du français de la TV (vocabulaire, énoncés, syntaxe particulière);
- élaboration de différents exercices de production à partir de la vidéo;
- relations entre l'écrit (livres, journaux, magazines de TV) et la TV;
- rapports texte/images (aspects visuels, caméra).

(2 heures par jour, 21 juillet-10 août)

790 Informatique et didactique Carol Neidle

L'application de l'informatique à l'enseignement du français; survol des programmes existants; expérience pratique de plusieurs systèmes; possibilités d'avenir; réalisation de projets didactiques.

Ce cours commencera par donner une vue d'ensemble de ce qu'est l'informatique de nos jours: ordinateurs individuels, applications domestiques, traitement de texte. Puis, seront passés en revue des logiciels actuellement disponibles chez les éditeurs (Enseignement Assisté par Ordinateur - E.A.O.). Après un rappel des nouveaux apports de la recherche (Intelligence Artificielle), les nouvelles technologies (vidéo-disque, télématique) seront illustrées par leurs principales réalisations (par exemple, le Minitel en France). Au long de la session, les étudiants verront l'application de quelques points théoriques dans le cadre de deux projets en cours de réalisation.

900 Mémoire de recherche Daniel Jourlait
(réservé aux étudiants en 1ère année de D.M.L.)

Atelier-Conseils pour les D.M.L. Louis Porcher

Pour les étudiants, notamment de D.M.L, qui ont à élaborer un développement important ou qui doivent réfléchir à un projet de travail, il est souvent difficile de ne pas disposer d'un enseignant qui puisse les conseiller et les suivre. On se propose donc de créer une activité de "guidance" qui leur permettra de trouver, en permanence, une aide personnalisé. Celle-ci pourra revêtir deux formes: d'une part une consultation individuelle, dont chaque étudiant prendra librement l'initiative; d'autre part des séances régulières de travail en commun, qui seront organisées par exemple trois fois par semaine (mardi, mercredi, jeudi). On y discutera les problèmes qui intéressent collectivement les étudiants concernés. Chaque séance durera 55 minutes. Au total, donc, il s'agit d'un service de conseil et d'aide offert à ceux qui le souhaitent, selon leurs besoins.

The School in France

Academic Year Abroad

Headquarters in Paris: The offices of the Middlebury School in France are located in Reid Hall, 4 rue de Chevreuse, 75006 Paris (Telephone: 011-33-1-43-20-70-57), in the Montparnasse district.

Director (1988-89): CAROL RIFELJ, Professor of French, Middlebury College. Ph.D., University. of Wisconsin.

Assistant to the Director: FRANÇOISE RIPOCHE.

Faculty: Courses are taught by faculty members of the University of Paris X-Nanterre, other branches of the University of Paris and various French institutes.

Travel and Housing: While students are responsible for making their own travel arrangements and for securing their own living accommodations, Middlebury does maintain a list of student residences, rooms, *au pair* arrangements, and other lodgings. This information will be made available to undergraduate students in the spring and to graduate students during the preliminary summer session on the Vermont campus.

Cost: Students pay tuition only to the Middlebury College School in France, since they are responsible for their own travel, room and board. While individual life styles and circumstances, as well as the rate of the dollar, will cause the estimate to vary, students have found in the past that the overall cost - including passage but excluding travel while in Europe - was approximately that of a year at Middlebury ($16,000).

The Junior Year Program

Middlebury's academic year program in Paris is open to students who have completed **two full years of college course work,** with at least a B- average overall and a B average in French. They must also have reached a level of proficiency in French equivalent to five college semesters, including one course at a level equivalent to Middlebury's introductory courses in literature or civilization by the end of their fourth college semester. Students applying for the semester option (open to matriculated Middlebury undergraduates only) must be taking, or have taken, FR 206 (*Introduction to Contemporary France*) or the equivalent at the time of application.

Attendance at the French School's seven-week summer session on the Vermont campus prior to attending the School in France has always proved beneficial, though it is not a requirement for acceptance in the junior year program. However, in cases where remedial language work appears necessary or desirable, the Dean reserves the right to make final acceptance conditional on successful completion of the seven-week session. Students accepted to the junior year program are expected to maintain their overall academic average as well as their average in French throughout the term of study preceding their registration in Paris.

Juniors enroll for the full academic year in a program of studies designed both to complement courses taken at the home institution and to form a logical link between sophomore and senior years. During the first five weeks, beginning in early September, an intensive preliminary session at Reid Hall offers language work and an introduction to contemporary France. After the preliminary session, juniors may choose among the course offerings in language and civilization at the Middlebury School in France; linguistics, literature, cinema, theater studies, art history, philosophy and economics at the University of Paris X-Nanterre; and political science and international relations at the Institut d'Etudes Politiques.

Students majoring in political science, or who have a strong interest in political science, may choose to enroll in a special one-year program of study at the Institut d'Etudes Politiques which leads to the Certificat d'Etudes Politiques. Candidates for acceptance in this program must pass an entrance test which covers language and knowledge of current events; this test is administered after arrival in Paris.

Courses in studio art or music are available to quali-

fied undergraduates by arrangement. Prior approval by the student's advisor and the Dean of the French School are required.

Semester Option: A limited number of students in Middlebury's baccalaureate program may be accepted in the semester program if the full year program is academically unfeasible for them. Course choices are limited for semester students, as most French university courses are full-year courses. After a five-week preliminary session, students may take courses in literature, language and civilization at Reid Hall. Semester candidates should note the FR 206 requirement and the requirement to register in one language course while in France. **N.B.**If applying for a semester option, students must state briefly in writing why they must choose it over the full year: experience has shown that most students benefit much more from the full academic year in France.

Credits: A student's workload must be approved by the Director of the School in France. Because a student's home institution determines the number of credits awarded for work abroad, students are urged to discuss the question of transfer credits with their advisors well before they go abroad. Middlebury College considers a semester or academic year abroad as equivalent to a semester or academic year in the U.S. Students in the full-year program earn the equivalent of nine Middlebury College course units, and Middlebury undergraduates in the semester program earn five course units.

The Graduate Program

After successfully completing three courses (three units) at the summer session of the French School on the Vermont campus, M.A. degree candidates begin the academic year in France. (Students will not be allowed to attend the School in France if their conduct or academic performance during the summer is judged unsatisfactory.) During a special preliminary session (worth one unit of credit) offered by the Middlebury School in France in September and October, students are enrolled in two seminars designed to prepare them for advanced university work and to introduce them to the methods and subject areas of the *mémoire,* a short thesis required of all candidates for the M.A. degree.

During the academic year following the preliminary session, graduate students earn the remaining eight units toward the twelve required for their degree. In addition to the *mémoire* (worth two units of credit), six units of course work are chosen from the areas of French language, phonetics, literature, culture and civilization, and business French. Courses may be taken as follows: advanced language practice, civilization and literature at the Middlebury School in France (Reid Hall); linguistics, French literature, cinema, theater studies, art history, and social sciences relating to the Francophone world at the University of Paris X-Nanterre.

By special arrangement, one course is open to Middlebury graduate students at the following schools: l' Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris and l'Institut d'Etudes Politiques. The following are some of the courses available in the past years:

* Courses open to graduate students only.
+Courses open to undergraduate students only.

Preliminary Session

Courses for Undergraduates
Language
Introduction to Contemporary France

Seminars for Graduates
Lectures de la fiction
Les femmes et l'amour dans le roman français du XIXe siècle
La crise de la famille dans le théâtre du XXe siècle
La société française contemporaine
L'école en France : de l'école maternelle à l'université
Histoire des médias en France

Université de Paris X-Nanterre

Linguistique
Introduction à la linguistique
* Ancien français
Pratique du français universitaire
* Didactique du français langue étrangère
* Sémiotique textuelle et poétique

Littérature
Le mythe de Don Juan
+Lecture de textes littéraires
Flaubert et Proust
La littérature du moyen âge
* Merlin et la quête du Graal
* La Fontaine
* Le dialogue dans le roman
* Voltaire et son temps
* Les tendances de la critique moderne
* Littérature et histoire des idées
* Récits de voyage et société
* L'écriture poétique
* Le roman de l'adolescence
* Messages des médias

Littérature d'expression française
La littérature française du Québec
Le roman africain et antillais
Poésie africaine et antillaise

Cinéma
Analyse de films
Sémiotique de l'image: de la photo au cinéma
* Théâtre et cinéma
* Approche du récit cinématographique

Etudes théâtrales
Du théâtre antique au théâtre classique français

Du drame bourgeois au théâtre de l'absurde
Molière et Marivaux
Initiation aux techniques de la scène
*La farce: une culture populaire?
*Théâtre du XIXe siècle: Musset, Buchner, Hugo
*Théâtre du XXe siècle
*Théâtre et roman

Histoire de l'art et archéologie

Initiation à l'art médiéval, moderne, l'art du XIXe siècle
Art du XXe siècle
Arts d'Afrique
Architecture et urbanisme aux XIXe et XXe siècles
*Pratique de l'art médiéval
*Musique et société en France

Sciences économiques

+Microéconomie
+Démographie économique
+Problèmes monétaires internationaux

Students may also take courses in history, philosophy, and sociology; undergraduates, in American literature, psychology, and religion at the Université de Paris X-Nanterre.

Institut d'Etudes Politiques

+La France contemporaine
+L'URSS et le camp socialiste européen
+Economie et intégration européennes
+Relations internationales de la 2e guerre mondiale à nos jours
+Politique d'unification européenne
+Stratégie et relations internationales de la guerre froide à la multipolarité
+Politique extérieure de la France depuis 1944
+Economie internationale
+Problèmes économiques du Tiers Monde et les conditions du développement
+Politique comparée
+Le Tiers Monde dans les relations internationales
+Histoire sociale de la France au XXe siècle

Middlebury

Parole et communication (+fall and spring;*fall)
+Structurer les discours écrits (fall and spring)
*Développer la production écrite (fall)
Traduction (*fall; +spring)
La France: de l'absolutisme à la Révolution et à l'Empire (fall)
La France: dix-neuvième et vingtième siècles (spring)
*La télévision, miroir culturel de la France (spring)
*La promenade dans la littérature française du XVIIe siècle à nos jours (spring)
+Littérature française de la Régence à la monarchie de Louis Philippe (fall)
+La Littérature française témoin des mutations de la société prémoderne (spring)
+Courants et paradoxes dans l'art du XIXe siècle (spring)
+Urbanisme et architecture de Paris (fall)
+Initiation au cinéma français (fall)

Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris (E.C.C.I.P.)

*Aspects sociaux, économiques et géographiques de la France contemporaine: le français des affaires.

(Students enrolled in this course take the examination for the Diplôme supérieur de français des affaires at the end of the academic year.)

Teaching Internship: By special arrangement, qualified graduates or undergraduates may also do a *stage* (teaching internship) in English at a level corresponding to junior or senior high school. (No credit is given for the *stage.*)

Application and Admission

Applications for the junior year program should be submitted by January 31, because the program is often filled by early February. Completed applications for the graduate program will be acted upon as they are received and until all spaces have been filled. In order to comply with various visa and French university requirements, no applications for admission to the School in France can be accepted after May 15. Contact the School in France, Middlebury College, Middlebury, Vermont 05753, telephone: 802/388-3711, ext. 5523.

Special Programs

New Technologies at Middlebury

During the summer of 1988, the Middlebury College Language Schools, in cooperation with CALICO and PICS*, will sponsor a five-week program of workshops and conferences for teachers on the uses of computers and video in the teaching of foreign languages. Each workshop carries one unit (three semester hours) of graduate credit. Space in these workshops is limited and priority will be given to applicants who apply directly for admission to the workshops. Advanced French School students may be admitted to the workshops **on a space available basis**, but may apply the workshop credit to the M.A. **only** with permission from the director.

The *CALICO Conference on Computers in Language Teaching* (July 21-25) and the *PICS Conference on Video in Language Teaching* (July 27-31) provide advanced users of computer and video technology with a forum to share resources and innovative applications.

For more information about the program, write to New Technologies, Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

794 New Technologies: Introductory Computer Workshop

A basic introduction to the use of computers in the teaching of foreign languages. The workshop will cover: introduction to the Macintosh computer; word processing - text generation; foreign character fonts; graphics; authoring languages and authoring systems (including Hypercard). General sessions will be conducted in English, with hands-on experience in a French-specific group. (1 unit; July 7-20)

795 New Technologies: Introductory Video Workshop

A basic introduction to the use of video in the teaching of foreign languages. The workshop will cover: introduction to the hardware (VCR, satellite antennae, interactive video disc, standards conversion, etc.); theories of second-language acquisition and the role of "comprehensible input" in language learning; curriculum planning - the place of video in instructional programs; hands-on demonstration, practice with and evaluation of current video-based instructional materials; practical experience with materials preparation; information on resources, copyright, licensing restrictions, etc. General sessions will be conducted in English, with hands-on experience in a French-specific group.

(1 unit; August 1-12)

* CALICO - Computer Assisted Language Learning and Instruction Consortium; PICS - Project for International Communication Studies.

Middlebury College Language Schools

Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad

Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753

MIDDLEBURY COLLEGE
THE FRENCH SCHOOL
MIDDLEBURY, VT 05753

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ESPAÑOL

MIDDLEBURY COLLEGE
1988-89

The Spanish School

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5538

Summer 1988

Seven-Week Session
June 24 - August 12 — Total: $2,850
(Tuition $1,880; Board $700; Room $270)

Six-Week Graduate Session
June 27 - August 12 — Total: $2,785
(Tuition $1,880; Board $650; Room $255)

New Technologies at Middlebury

Introductory Computer Workshop
July 7 - 20 — Total: $925
(Tuition $625; Room and Board $300)

CALICO Conference on Computers in Language Teaching
July 21 - 25 — Conference Fee: $75

PICS Conference on Video in Language Teaching
July 27 - 31 — Conference Fee: $75

Introductory Video Workshop
August 1 - 12 — Total: $925
(Tuition $625; Room and Board $300)

The School in Spain

Graduate and Junior Year Programs
(Tuition: Full year $5,625; Semester $2,825)

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Observaciones Preliminares

Al asumir la dirección de la Escuela Española de Middlebury College quisiera repetir que el merecido prestigio de que goza nuestro programa es debido sencillamente a una feliz confluencia de actitudes. Primero, por formar la base de todo el programa, hay que mencionar la valiosa cooperación de los administradores de la universidad cuyo fin principal es el de facilitar nuestros esfuerzos apoyándolos con acertadas intervenciones y con admirable flexibilidad. Segundo, hay que destacar la entrega total de un profesorado que se desvive por hacer interesante y provechosa la experiencia lingüística e intelectual de los estudiantes. Tercero, y esto es lo más importante, hay que subrayar la pasión y entusiasmo con los cuales los estudiantes hacen frente a su tarea.

Estos elementos fundamentales quedan respaldados por una amplia gama de actividades culturales: teatro, cine, música, baile, deportes, conversaciones, cuyo propósito es no sólo el de ensanchar la experiencia de los estudiantes sino también el de proveer oportunidades para desarrollar su expresión oral. El elemento imprescindible del éxito de la Escuela Española es "la palabra de honor", el compromiso que todos los que participan en la Escuela contraen de hablar exclusivamente en español durante las semanas que definen el curso.

La Escuela Española de Middlebury ha llegado a ser

sinónimo de competencia profesional en el aprendizaje y la enseñanza de la lengua. Mi responsabilidad como nuevo director, es de mantener viva esta tradición y, al mismo tiempo, de incorporar en nuestro programa la nueva tecnología y metodología que se va elaborando. Esto implica una continua adaptación a nuevas ideas y la inclusión en nuestro profesorado de nuevos elementos que permitan introducirlas. A pesar de los últimos treinta años durante los cuales el país se ha hecho más consciente de la necesidad de construir una red pedagógica que incluyera las escuelas primarias, secundarias y las universidades para que la enseñanza de las lenguas diera los resultados que todos ansiamos, esta aspiración no se ha convertido todavía en realidad. A pesar del número creciente de personas que estudian lenguas, los resultados no son del todo satisfactorios. Es por eso que los que participamos en esta tarea debemos continuar esforzándonos para poder llegar a la meta que todavía no está a nuestro alcance.

Todos nosotros nos damos cuenta de que en la Escuela Española de Middlebury trabajamos bajo condiciones académicas ideales: un profesorado de primera calidad que de año en año puede renovarse y mejorarse, estudiantes dedicados que trabajan con gusto, y los recursos para poner en efecto lo que nos proponemos. Es precisamente debido a estas circumstancias que nosotros tenemos la responsabilidad de contribuir al desarrollo de la enseñanza de idiomas con la formación de futuros maestros cuyo conocimiento del español y de la apropiada tecnología puede ponerse al servicio de millares de jóvenes.

Espero que podamos cumplir con esta ambición e invitamos a todos nuestros antiguos y futuros alumnos acolaborar en este continuo proyecto de mejoramiento.

Spanish at Middlebury

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. During the summer, graduate and undergraduate courses in Spanish are offered on the Vermont campus, and during the academic year, graduate and junior year study is offered at the Middlebury School in Madrid. Middlebury's Spanish School was founded in 1917 and the School in Spain in 1951.

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use Spanish as the only medium of communication during the entire session. A modified pledge is required even of students at the beginning level.

Summer in Vermont

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their unified approach to learning. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only Spanish is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes are not normally scheduled for evenings or weekends, and the school often uses this time for social and cultural events. There are plays, films, lectures, musical presentations, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Spanish and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around thecampus and in the surrounding countryside.

Programs of Study

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. Classes from beginning courses through the doctoral level are taught in Spanish, and all summer programs are *intensive.*

Courses numbered 101-399 are offered in the seven-week session (June 24 - August 12), and successful completion of work at the 100, 200 or 300 level is equivalent to at least one full year of study.

Upper level and graduate courses are offered in the six-week session (June 27 - August 12).

New Technologies at Middlebury

During the summer of 1988, the Middlebury College Language Schools, in cooperation with CALICO and PICS*, will sponsor a five-week program of workshops and conferences for teachers on the uses of computers and video in the teaching of foreign languages. The *Introductory Computer Workshop* (July 7-20) and the *Introductory Video Workshop* (August 1-12) are described on p. 28.

Each workshop carries one unit (three semester

* CALICO - Computer Assisted Language Learning and Instruction Consortium; PICS - Project for International Communication Studies.

hours) of graduate credit. Space in these workshops is limited and priority will be given to applicants who apply directly for admission to the workshops. Advanced Spanish School students may be admitted to the workshops **on a space available basis**, but may apply the workshop credit to the M.A. **only** with permission from the director.

The *CALICO Conference on Computers in Language Teaching* (July 21-25) and the *PICS Conference on Video in Language Teaching* (July 27-31) provides advanced users of computer and video technology with a forum to share resources and innovative applications.

For more information about the program, write to New Technologies, Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

New in 1988

This summer, the Spanish School offers a new course on *Literature and Cinema*, taught by Prof. José Polo de Bernabé, and one on *The Teaching of Literature*, taught by Prof. Mario Valdés. The first course seeks to make available to students a tool with which they can analyze an increasingly important form of artistic expression. The second hopes to make available to teachers an approach to the teaching of literature, thus facilitating their task of imparting literary values to their students. Moreover, the course on language methodology has been split into beginning and advanced sections better to address the needs of its students, with Professors Samuel Saldívar and Gail Guntermann sharing the teaching. Finally, we offer a course on *Latin American Intellectual Thought*, taught by Prof. Jaime Concha, a completely new course on the visual arts in Latin America, taught by Professor Clara Bargellini, and a course on Latin American theater, taught by Prof. Grínor Rojo.

Three-week courses: After the success of last year, the Spanish School will continue to offer a series of three-week courses. However, there will not be a specific three-week program. Students are invited to look carefully at this offering which includes courses on Gómez de la Serna, Unamuno, Ortega y Gasset and *Don Quijote*, Latin American arts, the intellectual and politics in modern Spain, the development of Spanish democracy and its relations with Europe. Students can take these half-courses (the course on Latin American arts will meet two hours a day for three weeks and constitutes a full course) in combination so as to arrive at a full course load for the summer.

Graduate Degrees

Master of Arts: Candidates for the M.A. degree must hold a baccalaureate degree or the equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in Spanish is comprised of twelve units to be earned over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Madrid. It is designed as a broadly-based program of study in itself, rather than only as the first stage of a doctoral program.

A normal load is three units per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration. Some students may be required to take one or more courses at a lower level before beginning a full load of graduate work.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A master's degree in Spanish is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Spanish; two graduate courses in a second language (French, German, Italian or Russian); comprehensive examinations in both languages; one year's residency in Spain; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Spanish and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be begun and completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Credits

Credit is defined in terms of *units.* One unit equals three semester hours of credit. Levels 100-499 normally carry a total of three units (nine semester hours) of credit. In the six-week graduate session, levels 501-900, a full graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the questions of transfer credits with their advisors before leaving. A student's home institution also.determines how many graduate or undergraduate credits will be granted for a summer's work at Middlebury. *All credits expire after ten years, whether earned at Middlebury College or transferred from another institution. The Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of three units of study at Middlebury. Only courses taken **after** successful completion of the initial summer and formal admission to degree candidacy may be transferred, *i.e.*, courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. Two-week seminar units may not be applied toward the M.M.L. or D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by May 31 of the year of graduation for August degree candidates and by January 10 for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Alumni Association

The Spanish School Alumni Association was formed in 1980 to establish a link between alumni and the current activities of the Spanish School. Membership in the association is open to all former students, faculty and friends of the school. Each fall the association requests donations to support its scholarship fund. Scholarship awards are granted each year, in the name of the association, to outstanding students of the Spanish School.

Financial Aid

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad.

Financial aid is awarded on the basis of need as determined by the Financial Aid Office, and academic ability, as rated by the dean. We use the Language Schools Financial Aid Application and complete copies of the 1986 and 1987 federal tax returns to arrive at a determination of students' need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The following scholarships have been established in honor of friends or faculty of the Spanish School: *The Juan A. Centeno Memorial Fund, The Anna and Luke J. Nolfi Scholarship Fund*, and *The Spanish School Alumni Association Scholarship.* Students do not apply directly for scholarships. All financial aid applicants will automatically be considered for these awards.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

For the summer, financial aid is generally awarded in the form of employment, grant aid, National Direct Student Loans or a combination of the three. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

For the academic year abroad assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate degree program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of college grants and National Direct Student Loans, with any remaining need met by a Guaranteed Student Loan through the student's home bank.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. Tel. 802/388-3711, ext. 5158.

Fees

A non-refundable fee of $30 must accompany each new student's application. Upon acceptance, all students are required to pay a $150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1988 of their decision to cancel their enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six-week program is $625.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director of the school. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Auditing costs **per week** are $700 (tuition $400, room $150, board $150.)

Application and Admission

Students may apply for admission for a single summer at any level, for the junior year program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Madrid. Students may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space. Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed on a rolling basis until the start of the session, or for as long as space is available. As the school may be fully subscribed by mid-April, early application is desirable.

For more information or an application, contact the Spanish School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753
802-388-3711, Extension 5538

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

The Spanish School

Director: Frank Casa, Ph. D., University of Michigan. Professor Casa has published numerous books and articles on the literature of the Spanish Golden Age, among them *The Dramatic Craftmanship of Moreto* and, most recently, *Editing the Comedia*; he is also on the editorial board of several scholarly journals. Professor Casa was Chairman of the Department of Romance Languages of the University of Michigan for a decade and has also been Chief Reader for the Spanish Advanced Placement Program.

Dean: Roberto Véguez, Ph.D., University of Wisconsin-Madison. He began teaching at Middlebury College in 1972 and in 1974 joined the Spanish School where he has served as Dean and Acting Director. He has also been Director of the Madrid program.

Faculty

Ion T. Agheana is chairman of the Foreign Language Department and an associate professor of Spanish at Hope College in Michigan. With a Ph.D. from Harvard, Professor Agheana has written numerous articles on the literature of the Spanish Golden Age and two books, *The Situational Drama of Tirso de Molina*, and *Jorge Luis Borges: Existentialism and the Dynamics of Surprise.*

Clara Bargellini received her Ph. D. from Harvard and teaches at the Autonomous National University of Mexico. She has held teaching positions in the United States as well as in Italy. She has overseen expositions in Mexico and restaurations in Florence. Her varied publications include works on mosaics, the cathedral of Chihuahua, XVIII century *retablos*, and baroque religious architecture in Querétaro.

Rafael Castillo, from Bilbao, Spain, studied music and classics in Spain, obtaining a licenciatura in philosophy and letters from the University of Madrid and a título in piano and music from the Conservatorio Superior de Música in Bilbao. In 1970 he won a Fulbright Scholarship to study linguistics at the University of Illinois in Urbana, from which he received a Ph.D. in 1975. He has taught at Ohio State University and the University of California at Berkeley. Since 1975 he has been a member of the faculty at the Spanish School summer session, and since 1978, of the School in Spain.

Jaime Concha, Chilean, received a licenciatura in philosophy from the University of Concepción, where he has also taught. Before accepting his current position at the University of California, La Jolla, he taught in France and at the University of Washington. He received a Guggenheim fellowship for 1978-79. His numerous publications include studies on twentieth century poetry and the sixteenth century colonial period in Latin America. He has published monographic studies on Neruda, Darío and Huidobro. A new book on Gabriela Mistral is forthcoming.

Manuel Delgado is Assistant Professor of Spanish at Bucknell University. He studied philosophy in Rome, and Romance languages and literatures in Granada. He received his Ph. D. from the University of Texas at Austin. He has published extensively on the theater of the Golden Age and is now completing a new book, *Aproximación al teatro bíblico del Siglo de Oro.*

Maryellen García teaches Linguistics at the University of California at Los Angeles. She did her doctoral work at Georgetown University and has since lectured extensively and published numerous articles on the Spanish spoken in the United States.

José Jesús Gómez Asencion received his doctorate from the University of Salamanca, where he is currently Profesor Titular. He has co-authored three books on Spanish grammar for foreign students and the book *El subjuntivo* and has written numerous articles on Spanish linguistics. He has recently published two books on the history of grammatical thought in Spain. He is now working on a critical edition of *Gramática castellana* by V. Salva.

C. Gail Guntermann, Associate Professor of Spanish and Foreign Language Education at Arizona State University, received her doctorate from the The Ohio State University. She has worked extensively as foreign language teacher in Latin-America and has made considerable contributions to the development of oral proficiency-based instruction. She has published text books as well as theoretical works on language teaching among which are *Functional-Notional Concepts: Adapting the FL Textbook*, and *Contemporary Latin American Culture: Unity and Diversity.*

Susana Leiva, Assistant Professor of Spanish at Northwestern University, was born in Argentina and received her Ph. D. from Syracuse University. She has also studied in Spain and France and specializes in Spanish-American colonial literature. Among her books are *Traducción, escritura y violencia colonizadora: Un estudio de la obra del Inca Garcilaso*, and a critical edition of Julio Cortázar's *Las armas secretas.*

Isabel C. Livosky, from Argentina, received her Ph.D. from New York University. In addition to being active as a translator, she has edited works by Gracián, two volumes of the series, *The Analysis of Hispanic Texts: Current Trends in Methodology,* and *Bibliographic Index for Spanish and Spanish-American Studies in the United States.* A Wilson and Fulbright Scholar, she recently received an award for excellence in teaching from Knox College, where she is an associate professor of Spanish.

Marian McMaster, from Montevideo, Uruguay is an assistant professor of Spanish and director of the Spanish Translation Program at Brigham Young University. She is also a member of the Translation Studies Committee of the American Translators Association, and has written several articles and conducted many demonstrations on the art and methodology of translation and interpretation.

José G. Moreno de Alba received his doctorate in Hispanic Linguistics from the Autonomous National University of Mexico, where he is now a professor. He is a member of the Mexican Academy of Letters and has lectured in the Soviet Union, Germany, and many countries of North and South America. He has written books and articles on linguistic topics; his latest book is *Morfología derivativa nominal en el español mexicano* and he has another scheduled for immediate publication entitled *Minucias del lenguaje.*

Carmen M. Nieto was born in Puerto Rico and studied at the University of Michigan where she received her M.A. in Spanish. She teaches at the Residential College,

a subdivision of the university which specializes in experimental teaching with small classes.

Emilio Núñez received his degree in music from the Conservatorio Superior de Madrid. He has taught continuously at the Middlebury College Spanish School at both our Vermont and Madrid campuses since 1966. Professor Núñez also teaches at the Colegio Estudio and at other North American university programs in Madrid. He lectures extensively in Europe and the U.S., and is a frequent member of juries at international singing contests in European cities including Toulouse, Munich, Barcelona, s'Hertogenbosch and Liège. Among his publications are: *Cancionero de España, Canciones para cantar,* and collaborations on collective works including *Musical Guide: The Voice,* directed by Yehudi Menuhin.

Manuel Pastor, native of León, Spain, is professor and head of the Department of Political Science at the Complutense University in Madrid. He did his graduate studies at the University of Wisconsin and has been a visiting researcher at the universities of Princeton, Columbia and Minnesota. From 1980-84 he was Assistant Secretary General of the Universidad Internacional Menéndez y Pelayo, in Santander. He is a specialist in political theory and contemporary political ideologies, and is author of the following books: *Los orígenes del fascismo en España*, *Ensayos sobre la dictadura, Bonapartismo y fascismo, Lecturas de ciencia política, Introducción a la Teoría del Estado,* and *Ideologías y movimientos políticos contemporáneos*. Since 1974 he has also been a professor at the Institute of European Studies in Madrid.

Jorge Plata, born in Bogotá, Colombia, graduated from the University of the Andes, where he began his theatre career in 1966. He is a professor of Literature and Theatre at several universities in Bogotá and a founding member of the Teatro Libre de Bogotá (1973) where he has served as actor, director and dramatist. In 1984 Professor Plata completed a very successful tour of the Far East and Europe with the Teatro Libre. Among his writings are a poetic version of *King Lear* in Spanish and a play for street theatre, *Episodios comuneros*.

José Manuel Polo de Bernabé received his education in France, Spain and the United States, where he earned his Ph. D. from Cornell University. He has taught at Cornell, SUNY-Albany and the University of North Carolina at Chapel Hill, where he is currently Associate Professor of Spanish. Professor Polo de Bernabé has published one book, *Poesía y conciencia: estudio de la obra de Jorge Guillén* and has two more forthcoming, *Mimesis y teatralidad en el teatro español contemporáneo* and *Theory of Spanish Autobiography*. He has also published numerous articles on 19th and 20th century Spanish literature.

Emilio Prieto de Los Mozos was born in Salamanca, Spain, where he now holds the title of Profesor Titular at the University of Salamanca. Since 1982 he has been the coordinator of Spanish Language Programs for International Studies at the University of Salamanca. He has written articles on Spanish grammar as well as co-authored three books on the same subject. His book *Teoría del pronombre personal* was published in Salamanca in 1984.

Berislav Primorac, Associate Professor of Spanish, University of Windsor, Canada, received his Ph. D. from the University of Michigan. He has written on Golden Age Theater, edited Moreto's *El lindo don Diego* and Gorki's *The Mother*, has been chairman of the Modern Languages Department and has directed a summer program in Spain for many years.

Alfredo Ramón was born in San Ildefonso, Segovia, Spain, and has resided all of his life in Madrid. Following his graduation from the Escuela Superior Central de Bellas Artes de San Fernando in Madrid, where he obtained the title of Painter and Professor of Art, he has pursued three active careers: artist, teacher and lecturer. Since 1957 he has offered courses in both Spanish and Latin-American art for the programs in Spain of a number of North-American universities and colleges. Professor Ramón has had many one-man shows and his paintings hang in various museums in Spain as well as in numerous private collections in Europe, North and South America and the Far East.

Kim Griffin Riedel received her master's degree from Middlebury College and is, throughout the academic year, assistant to the director and professor at the Middlebury College in Spain. She previously taught at the Academia Ripolles in Madrid and at Notre Dame High School in Elmira, New York.

Grínor Rojo, Ph. D. University of Iowa, has published numerous articles and four books on Latin American literary topics and is currently preparing for publication two books on Chilean literature, *Crítica del exilio* and *Re-visión de la literatura chilena.* He is on the editorial board of several scholarly journals. He taught at two universities in his native Chile, and as Visiting Professor at the San Diego and Santa Cruz campuses of the University of California, at Swarthmore College, and most recently, Columbia University. Since 1975 he has been at Ohio State University.

Gustavo Sainz of Mexico served for ten years as professor and chairman at the Department of Journalism and Communication Sciences, Autonomous National University of Mexico. He taught at the University of Texas, San Antonio, and the University of Wisconsin, Madison. He is now teaching at the University of New Mexico, Albuquerque. Professor Sainz has received grants from various foundations, including Ford, Guggenheim, Tinker, and the Center for Inter-American Relations and has been writer-in-residence in a number of academic institutions in the United States. Among his

works are: *La princesa del palacio de hierro*, for which he won the Premio Xavier Villaurrutia; *Gazapo; Obsesivos días circulares; Compadre Lobo; Fantasmas aztecas.*

Samuel G. Saldívar is a native of Mexico. He is a professor of Spanish at the United States Military Academy, West Point, New York, where he teaches both language and literature. He earned a B. A. in Spanish and an M.A. in foreign language education at Florida State University, and a Ph.D. in Latin American literature at New York University. Dr. Saldívar has published a book, *Evolución del personaje feminino en la novela mexicana* and other articles on Mexican literature.

Fernando Savater, from San Sebastián, Guipúzcoa, received a doctorate in philosophy from the University of Madrid. He taught at the Autonomous University of Madrid and the Universidad Nacional de Educación a Distancia and now teaches at the Universidad del País Vasco. Professor Savater has taught classes and given conferences at many universities in Spain, Europe and North and South America. Among his numerous writings are: *Panfleto contra el Todo* which won the Premio de Ensayo Mundo in 1978, *Invitación a la ética* which won the Premio de Ensayo Anagrama in 1982, and *La tarea del héroe* which in 1982 won the Premio Nacional de Literatura para Ensayo. He has written books and plays, and some of his works have been translated into other languages — *La infancia recuperada*, for example, was translated into English (Columbia University Press, 1982).

Jacobo Sefamí, from Mexico, received his licenciatura in language and literature from the Autonomous National University. He is now an assistant instructor at the University of Texas at Austin, where he is completing his Ph. D. His book, *El destierro apacible y otros ensayos*, will appear soon. He has also published poetry and and has worked as an editor of a number of publications, among them the *Anuario mexicano de relaciones internacionales.*

María Elena Valdés, born in Mexico, received her Ph. D. from the University of Toronto. She is the co-author of *An Unamuno Source Book* and the author of *A Comparative and Critical Edition of "San Manuel Bueno, mártir."* She has had extensive experience in teaching bilingual students and is interested in the cultural component of language instruction.

Mario J. Valdes, Professor of Comparative Literature and Spanish at the University of Toronto, received his Ph. D. from the University of Illinois. He is the editor of the *Revista canadiense de estudios hispánicos* as well as member of various editorial boards. Among his recent publications are, *Shadows in the Cave: A Phenomenological Approach to Literary Criticism Based on Hispanic Texts*, an edition of *Interamerican Literary Relations*, and *Hermeneutic Phenomenology and the Study of Literature.*

Administrative Staff

GEORGE B. HENSON, Assistant to the Dean, received the M. A. degree from Middlebury College in 1987 and is now in the Ph. D. program at the University of Oklahoma.

AUDREY LA ROCK has been the secretary of the Spanish School since 1986. She previously held the same position for the Middlebury College Schools of Chinese and Japanese.

Intensive Language Courses

Daily activities normally include three or four hours of classroom instruction plus additional work in the language laboratory. *Schedules, texts and staffing are subject to change.*

+ designates courses in the seven-week session.

Level 100

The beginning student will enroll in all three of the following courses for a total of three units.

101-102-103 Beginning Spanish+
Agheana, Guntermann, McMaster, Nieto

This course is designed for beginners who want to master the basic structures and vocabulary of the language. An ordered presentation based on two approaches — the underlying grammatical patterns of language and language in its situational context — will focus on all four of the language skills: understanding the spoken word, speaking, reading and writing. The course will consist of three one-hour sessions daily: 101 *Grammar*; 102 *Comprehension*; 103 *Composition*, plus one hour of drill.

Required texts: Marty Knorre and others, *Puntos de partida,* 2d ed. (New York: Random House, 1985).

Level 200

Level 200 courses are part of an integrated program. Intermediate students must take all four courses (201-204) for a total of three units.

291 Intermediate Grammar and Drill+ Agheana

This course is designed for students to develop strong conversational skills while actively using the grammatical structures of the Spanish language. The course will begin with a rapid review of the basic grammatical topics already studied by the students in their first year. This brief review will be followed by a presentation of the more complicated structures needed to speak Spanish well. Classroom activities will progress from drills to exercises of a more communicative nature keeping in mind the overall goal of improving the student's own ability for self-expression in Spanish.

Required text: John G. Copeland, Ralph Kite, and Lynn Sandstedt, *Conversación y repaso*, 3d ed. (New York: Holt, Rinehart and Winston, 1985).

202 Pronunciation and Comprehension+ McMaster

This course has two goals: the first addresses the need to assist the student in overcoming common pronunciation errors in Spanish; the second is designed to improve the student's listening skills which are so necessary for successful interaction in Spanish at a normal conversational speed. The class will be based on pronunciation exercises, dictations, vocabulary and conversational materials for listening comprehension.

Required text: John G. Copeland, Ralph Kite, and Lynn Sandstedt, *Conversación y repaso*, 2d ed. (New York: Holt, Rinehart and Winston, 1981).

203 Composition+ McMaster

This course complements 201 and 202 with a focus on writing skills. Students will read an assortment of passages by contemporary Hispanic authors, prepare discussions around them, and finally, submit a written analysis. Students will be expected to write and revise a series of compositions designed to improve their structural knowledge of Spanish at the second year level.

Required texts: John G. Copeland, Ralph Kite, and Lynn Sandstedt, *Civilización y cultura* (New York: Holt, Rinehart and Winston, 1981); Marco Denevi, *Rosaura a las diez*, ed. by Donald A. Yates (New York: Charles Scribner's Sons, 1964).

204 Approaches to the Reading of Texts+ Delgado

This course seeks to develop analytical skills by focusing on ways with which the student can approach the reading of texts. Different types of texts will be used to give the student a broad linguistic experience as well as an insight into the strategies employed by different writers.

Required text: Edward J. Mullen and John Garganigo, eds., *El cuento hispánico* (New York: Random House).

Level 300

Level 300 courses are part of an integrated program. Advanced students must take four courses: 301; *either* 302A or 302B; 303 and 304 for a total of three units.

301 Grammar and Composition+ Primorac

This course will stress the expansion of the student's active vocabulary and writing skills at the third-year level. Classroom activities will center around those features of Spanish grammar which continue to be problematic in the student's writing. New vocabulary will be systematically introduced through classroom readings and discussions.

Required text: Maria Canteli Dominicis, John Reynolds, *Repase y escriba* (New York: John Wiley & Sons, 1987).

302A Contemporary Narrative+ Polo

This course will study representative works both in drama and narrative by contemporary Latin-American writers. The discussion will center on topics illustrating the unifying traits and different modalities of this body of literature.

Required texts: Frank Dauster and Leon Lydat, eds., *Diez piezas hispanoamericanas en un acto*, 3d ed. (Boston: Heinle and Heinle Publishers, Inc.); María Luisa Bombal, *La última niebla. La amortajada* (Barcelona: Seix-Barral, S.A.; Colección Biblioteca breve); Alexander Coleman, ed., *Cinco maestros* (New York: Harcourt Brace Jovanovich, Inc.).

302B Contemporary Narrative+ Leiva

This course will study representative works by contemporary Hispanic writers. The discussion will center on topics illustrating the unifying traits and different modalities of this body of literature.

Required texts: Djelal Kadir, ed., *Triple espera*; (New York: Harcourt Brace Jovanovich, 1976) Osvaldo Soriano, *No habrá más pena ni olvido*; Albalucía Angel, *Misía Señora*; Juan Marsé, *Si te dicen que caí.*, ed. de William Sherzer (Madrid: Ediciones Cátedra).

303 Conversation+ Sefamí, Valdés

This course complements 301 and 302 and is designed to help students develop their oral proficiency.

304 Practical Phonetics+ García

This course is designed to afford students an opportunity to improve the pronunciation of individual sounds as well as intonation. Practical exercises as well as an introductory theoretical explanation will form the basis for the course.

Required text: Richard Barrutia and Tracy Terrell, *Fonología y fonética españolas* (New York: John Wiley and Sons, 1982).

Level 400

Students at the 400 level must take 401 and 401 x or y, for a total of one unit, and select two courses from the following list of graduate offerings: 530, 536, 545, 547, 560, 583, 584, 585, and 586.

401 Advanced Grammar and Practice
Delgado, Saldívar

This course will offer the student an in-depth review of those grammar topics in Spanish which continue to cause difficulties for the foreign language learner: the preterite-imperfect contrast, the tense system, impersonal and passive *se*, the clitic pronouns, the use of the subjunctive, adjective placement, etc. The course consists of readings, numerous class exercises, discussions and lectures.

Required text: Aurelio M. Espinosa and John P. Wonder, *Gramática analítica* (Lexington, MA: D.C. Heath and Co.).

401 Aural-Oral Practice Riedel

This course complements Spanish 401 and is designed to help students improve their ability to understand colloquial Spanish as well as pronunciation and intonation through the use of video materials from Spain and Latin America.

Graduate Courses

Curriculum and Degree Requirements

A firm command of spoken and written Spanish is a requirement for the master's degree.

Graduate courses are numbered to indicate level of difficulty. In general, upper level graduate courses are monographic. Advanced undergraduates and beginning graduate students not admitted to 501 are expected to choose courses at the 400-500 level only. Students admitted to 501 may not enroll simultaneously in higher-level language courses.

Courses at the 700 and 800 levels are designed for D.M.L. and advanced M.A. and M.M.L. candidates. First-year graduate students should normally choose their courses at the 500 and 600 levels.

Requirements for the M.A. for students accepted to candidacy beginning with the 1982 session of the Spanish School are as follows:

1. Summer of admission: three courses, including 501 *Advanced Spanish Language* and 560 *Literary Analysis*. Admission to or exemption from 501 is determined by a placement examination administered by mail. Students admitted to 501 will be placed in the most appropriate section at the time of registration. Students not admitted to 501 may be required to take one or more courses at the advanced undergraduate level before undertaking a full load of graduate work. Exemption from 560 may be granted if an equivalent course has been taken. 501 and 560 are prerequisites for courses in the language and literature sequences respectively. The third course may be selected from the offerings in the culture and civilization, literature or professional preparation areas.

2. Upon successful completion of the first three graduate courses, a student is eligible for admission to official candidacy for the M.A. In some cases, at the discretion of the Spanish School, a student may be required to take a special oral examination to determine if he or she is to be admitted to candidacy.

3. All candidates for the M.A. degree are required to take the following courses:
   a. One course in Spanish civilization and culture.
   b. Three language courses (501 may be counted as one of these).
   c. One course in Latin American literature or culture and civilization.
   d. Three literature courses (560 may NOT be counted as one of these). For students not going to Madrid: 583 or 584 and 585 or 586 are required courses. For students going to Madrid: 561 *Literature Seminar* offered in Madrid is required.

4. The other three courses are electives. Candidates preparing for a teaching career are advised to take at least one course in the area of professional preparation.

Requirements for the M.A. for students accepted to candidacy prior to the summer of 1982 remain as follows:

1. Summer of admission: three courses, including 501 *Advanced Spanish Language* (unless exempted by placement exam) and 560 *Literary Analysis* (unless an equivalent course has been taken and meets transfer requirements).

2. Upon successful completion of the first three graduate courses, a student is eligible for admission to official candidacy for the M.A. In some cases, at the discretion of the Spanish School, a student may be required to take a special oral examination to determine if he or she is to be admitted to candidacy.

3. All candidates for the M.A. degree are required to take the following courses: three language courses (501 may be counted as one of these), one literary analysis course, three literature courses, one Spanish civilization and culture course, one Latin American literature or civilization and culture course. The other courses may be elected. Students are advised individually as to the most appropriate course of study to be followed according to their proficiency, experience and future professional expectations.

Students whose spoken Spanish needs to be improved may be assigned to work in the Language Laboratory.

Graduate Course Descriptions

Key to three-week courses:

(I) designates session I (June 27-July 20)
(II) designates session II (July 20-August 12)

Note: One graduate unit is equal to three semester hours of credit. *Schedules, texts and staffing are subject to change.*

Language

501 Advanced Spanish Language
Gómez Asencio, Moreno, Prieto

The course is a detailed study of some of the more difficult points of grammar and usage: preterite and imperfect; the subjunctive; the infinitive and the gerund and their use in verbal periphrases; *ser* and *estar*; the conditional; personal pronouns and the particle *se*; prepositions. (1 Unit)

Required text: To be announced

Note: This course awards one unit (3 semester hours) and is obligatory for all first-year students, except those exempted on the basis of a placement examination. Those with low placement examination scores may be required to take 401 (for undergraduate credit only) as a prerequisite for this course.

518 Syntax of the Spanish Sentence
Gómez Asencio, Prieto

This course begins with a consideration of the structure of the simple sentence and then moves on to the different types of dependent clauses, their syntax and their use. The course will pay particular attention to the effective use in standard Spanish of the structures studied. (1 Unit)

Required text: To be announced.

520 Structure of Spanish Verbs
Gómez Asencio, Prieto

The course is designed for students who already have a general notion of the Spanish verb forms. It will provide students with a theoretical analysis of the tenses and moods of Spanish verbs and their uses in different circumstances. (1 Unit)

Required text: To be announced

601 Composition and Stylistics Castillo

This course is designed to prepare the advanced student to handle a variety of advanced topics in written Spanish and to improve expressive abilities by appropriate use of form and content. The aim of this course is to teach mastery of the contemporary idiom. (1 Unit)

Required texts:: Fernando Lázaro, *Curso de lengua española* (Madrid: Ediciones Anaya, S.A., 1978); Gastón Fernández de la Torriente, *Comunicación escrita* (Madrid: Editorial Playor, S.A., 1978).

Recommended text: Diccionario de la lengua española (Madrid: Ediciones Anaya, S.A.).

614 The Spanish Language in America Moreno

Using literature, linguistics and history, this course will study the most important aspects of American Spanish. Beginning with a consideration of the influence of the Andalusian dialect and of native American languages on the development of the Spanish language in America, the course will then study the grammatical, lexical and phonetical differences that characterize the different linguistic zones and the current developments that help shape the unity and variety of American Spanish. (1 Unit)

Required texts: D. Lincoln Canfield, *Spanish Pronunciation in the Americas* (Chicago: University of Chicago Press, 1981); Juan M. Lope Blanch, *El español de América* (Madrid: Alcalá, S.A., 1968); José G. Moreno de Alba, *Unidad y variedad del español en América* (Mexico: UNAM, 1978); Juan C. Zamora and Jorge M. Guitart, *Dialectología hispanoamericana* (Salamanca: Almar, S.A., Ediciones, 1982).

Culture and Civilization

530 Spanish American Culture Sainz

This course will seek to highlight conflicting social and political systems in Latin America with special emphasis on the problems of development, foreign debt, basic industries, the role of international corporations, relations of dependence and alterations in daily life. (1 Unit)

Required texts: Miguel Bonasso, *Recuerdo de la muerte* (Mexico: Era); Elizabeth Burgos, *Me llamo Rigoberta Menchú y así me nació la conciencia* (México: Siglo XXI, 1985); Gabriel Careaga, *Mitos y fantasías de la clase media en México* (México: Océano, 1983); Eduardo Galeano, *Las venas abiertas de América Latina* (México: Siglo XXI, 1971).

536 Spanish Painters of the 20th Century Ramón

This course is dedicated to a study of the contribution of Spanish painters to the different schools of painting in our century. The course will focus on Picasso, Miró, and others who have contributed to the formation of modern art. Students will have access to a large number of slides. Midterm and final. (1 Unit)

Required texts: Karin Thomas, *Diccionario del arte actual* (Barcelona: Editorial Labor, 1982).

537 The Visual Arts in Latin America (I) Bargellini

A consideration of the contributions of the New World to the plastic arts. Painting, sculpture and architecture from the Colonial period to the present will be examined. The work of Mexican artists will be highlighted although artistic productions from all areas of Latin America will be represented. This is a three-week course which meets two hours a day and is therefore a full unit. (1 Unit)

Required texts: Jean Franco, *The Modern Culture of Latin America* (New York: Penguin Books, 1970). Mary Grizzard, *Spanish Colonial Art and Architecture of Mexico and the U.S. Southwest* (Lanham, MD: University Press of America, 1986).

545 Theater Workshop Plata

The purpose of the workshop, as a linguistic and cultural experience, is to expose students to the nature of drama and to acquaint them with a selection from Spanish dramatic literature. The work for the course will be of a practical nature and will have two stages. The first stage introduces the students to the basics of acting through dramatic readings, exercises in speech and corporal expression. In the second stage, a play will be prepared and performed as a means of bringing together, in one project, all the work of the course. (1 Unit)

547 The *género chico*: *La Zarzuela* Núñez

A history of the most typical musical and theatrical genre of Spain from its inception in the 17th Century to the present. Some *zarzuelas* will be studied in their entirety; others will be analyzed partially. Tapes and videos will be used to the fullest degree possible. No previous knowledge of music is required. Mid-term and final examination. (1 Unit)

Required texts: Roger Alier, *La zarzuela* (Barcelona: Editorial Daimon); Francisco Barbieri, *El barberillo de Lavapiés* (Barcelona: Editorial Daimon); Federico Romero y Guillermo Fernández-Shaw, *Doña Francisquita* (Madrid: Editorial Unión Musical Española, 1967).

656 Spanish Democracy: 1978-1988 (II) Pastor

A historic and ideological analysis of Spain after Franco. Particular attention will be paid to the establishment of the autonomous regions and their importance for the new political reality. The consequences of the integration of Spain within the European Community will be discussed. (.5 Unit)

Required texts: Elías Díaz, *La transición democrática* (Madrid: Eudema, 1987); Gumersindo Trujillo, *Las comunidades autónomas* (Madrid: Tecnos).

657 Intellectuals and Politics in Modern Spain (II) Pastor

The role of the intellectuals in the formation of Spanish political thought from the Second Republic to the modern period and their contribution to the political dialogue during the dictatorship. (.5 Unit)

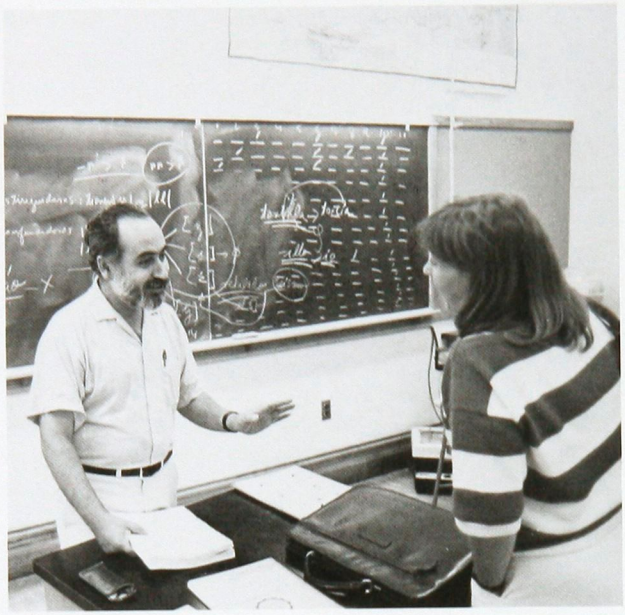
Required texts: J. Becarud and E. López Campillo, *Los intelectuales españoles durante la II República* (Madrid: Siglo XXI, 1978); Elías Díaz, *Pensamiento español en la era de Franco* (Madrid: Tecnos, 1983).

Literature

560 Literary Theory and Analysis Leiva, Livosky, Rojo, Valdés

This course examines the foundations of literary theory (e.g., literary language, genres, literature and reality) and presents various methods of textual analysis (e.g., stylistics, structuralism, semiotics, etc.). All sections will focus on theoretical and methodological approaches to Hispanic narrative, poetry and drama. Each student will write several analyses and exercises and participate in class discussions. (1 Unit)

Required texts: Alejo Carpentier, *Cuentos completos* (Barcelona: Bruguera, S.A., 1983; Libro amigo, 646); Federico García Lorca, *Bodas de sangre. Yerma* (Madrid: Espasa-Calpe, S.A.; Colección Austral, 1490); Benito Pérez Galdós, *Misericordia*, ed. de Luciano García Lorenzo (Madrid: Ediciones Cátedra, S.A.); Pedro Aullón



de Haro, ed., *Introducción a la crítica literaria* (Madrid: Playor, 1984); Carmelo Virgillio, L. Teresa Valdivieso and Edward H. Friedman, *Aproximaciones al estudio de la literatura hispánica* (New York: Random House, 1983).

583 Spanish Survey to the 17th Century Livosky

This course will study representative works of medieval and Golden Age Spanish literature. Short essays and final examination. (1 Unit)

Required texts: Fernando de Rojas, *La Celestina*, ed. de Dorothy S. Severin (Madrid: Alianza Editorial; El libro de bolsillo, 200); *Poesía lírica del Siglo de Oro*, ed. de Elias L. Rivers (Madrid: Ediciones Cátedra; Letras hispánicas, 85); *Lazarillo de Tormes*, ed. de Francisco Rico (Barcelona: Editorial Planeta); Miguel de Cervantes, *El licenciado Vidriera. Coloquio de los perros*, ed. de Esteve Barba (Zaragoza: Editorial Ebro, S.L.; Biblioteca clásica Ebro, 23); Tirso de Molina, *El burlador de Sevilla*, ed. de Américo Castro (Madrid: Espasa-Calpe, S.A.; Clásicos castellanos, 2); Pedro Calderón de la Barca, *La vida es sueño* (Madrid: Ediciones Cátedra; Letras hispánicas, 57).

584 Modern Spanish Theater Casa

This course will deal with four stages of modern Spanish dramaturgy and the contributions of major playwrights of the 19th and 20th centuries as regards thematic and artistic elements. Plays by Duque de Rivas, Benavente, Valle-Inclán, García Lorca, and Buero Vallejo will be discussed. (1 Unit)

Required texts: Duque de Rivas, *Don Alvaro, o La fuerza del sino* (Espasa-Calpe, S.A.; Colección Austral, 1016); Jacinto Benavente, *Los intereses creados. Señora ama* (Madrid: Espasa-Calpe, S.A; Colección Austral, 34); Ramón del Valle-Inclán, *Luces de Bohemia* (Madrid: Espasa-Calpe, S. A.; Colección Austral, 1307); Federico García Lorca, *La casa de Bernarda Alba* (Madrid: Alianza Editorial); Antonio Buero Vallejo, *El tragaluz. El sueño de la razón* (Madrid: Espasa-Calpe, S. A.; Colección Austral, 1496).

585 The Development of Latin-American Thought Concha

A study of the intellectual development in Latin-America from its independence to the present as expressed in essays and its main recurrent ideas. The course will begin with the writings of Bolívar and will move on to Sarmiento, Rodó, Vasconcelos, Mariátegui and others. (1 Unit)

Required texts: Simón Bolívar, *Escritos del Libertador* (Barcelona: Ariel); Domingo Faustino Sarmiento, *Facundo* (México: Editorial Porrúa, S.A.; Colección "Sepan cuantos", 49); José Enrique Rodó, *Ariel* (Madrid: Espasa-Calpe, S. A.; Colección Austral, 866); José Vasconcelos, *La raza cósmica* (Madrid: Espasa-Calpe, S.A.; Colección Austral, 802); José Carlos Mariátegui, *Siete ensayos de interpretación de la realidad peruana* (Lima: Populibros); Jaime Giordano and Daniel Torres, *La identidad cultural de Hispanoamérica* (Santiago de Chile: El Maitén).

586 Latin-American Literature from *Modernismo* to the Contemporary Period Sainz

Starting with *Modernismo*—a nationalist turning-point of Parnassian and Symbolist influence—the class will review the evolution of Latin American literature from the end of the 19th Century to the present. Particular emphasis will be placed on those authors and texts that reflect the main renovating moments of this literature. (1 Unit)

Required texts: Rubén Darío, *Páginas escogidas* (Madrid: Ediciones Cátedra); José Olivio Jiménez, *Antología de la poesía hispano-americana contemporánea, 1914-1970* (Madrid: Alianza Editorial); Martín Luis Guzmán, *La sombra del caudillo* (Mexico: Compañía General de Ediciones); José Eustaquio Rivera, *La vorágine* (Madrid: Alianza Editorial); Jorge Luis Borges, *Ficciones* (Madrid: Alianza Editorial); Carlos Fuentes, *La muerte de Artemio Cruz* (Mexico: Fondo de Cultura Económica).

669 Don Quijote as Symbol in Unamuno and Ortega y Gassett (I) Savater

The utilization of the universal figure of Don Quijote by two great Spanish thinkers as a means of interpreting modern Spain. (.5 Unit)

Required texts: Miguel de Cervantes, *Don Quijote de la Mancha* (Madrid: Editorial Castalia); José Ortega y Gassett, *Meditaciones del Quijote* (Madrid: Revista de Occidente); Miguel de Unamuno, *Vida de Don Quijote y Sancho* (Madrid: Espasa-Calpe, S.A.; Colección Austral, 33).

670 Ramón Gómez de la Serna and the Vocation of the Writer (I) Savater

A discussion of Ramón Gómez de la Serna as a paradigm of a *pure* writer, a man whose only interest, profession, and passion were dedicated to the undending task of writing. (.5 Unit)

Required texts: Ramón Gómez de la Serna, *El libro mudo* (México: Fondo de Cultura Económica), *Los muertos y las muertas* (Madrid: Espasa-Calpe, S. A.; Colección Austral, 308).

677 Culture and Society in Colonial Literature Concha

A study of the development of Colonial literature from pre-Columbian times up to the period of Independence. The course will consider the aboriginal legacy, as well as the testimony of Columbus, Las Casas, Inca Garcilaso, Sor Juana Inés de la Cruz, and Ruiz de Alarcón. The course will close with a general introduction to the 18th Century (the Humanism of the Jesuits, pre-revolutionary thought, etc.). (1 Unit)

Required texts: Georges Baudot, *Las letras precolombinas* (Mexico: Siglo XXI); Cristóbal Colón, *Los cuatro viajes del Almirante y su testamento* (Madrid: Espasa-Calpe, S. A.; Colección Austral, 633); Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias* (Madrid: Ediciones Cátedra); Inca Garcilaso de la Vega, *Comentarios reales* (Mexico: Editorial Porrúa, S. A.; Colección "Sepan cuantos", 439); Sor Juana Inés de la Cruz, *Obras completas* (Madrid: Espasa-Calpe, S. A.; Clásicos castellanos); Juan Ruiz de Alarcón, *La verdad sospechosa* (Madrid: Espasa-Calpe, S. A.; Clásicos castellanos); Mariano Picón Salas, *De la conquista a la independencia* (Mexico: Fondo de Cultura Económica; Colección Tierra Firme).

682 Theater and Society in Spanish-America: the Modern Period Rojo

This course will study the development of modern theater in Spanish-America from the end of the 19th Century to the present relating it to the social history of the continent and its efforts to transform these countries into bourgeois societies. A pragmatic division of the period will be applied in order to reflect regional or national divisions. (1 Unit)

Required texts: Frank Dauster, Leon Lyday and George Woodyard, eds., *Nueve dramaturgos hispanoamericanos,* 3 vols (Ottawa: Girol, 1979); María

Hurtado de la Luz, Carlos Ochsenlus, and Hernán Vidal, eds., *Teatro chileno de la crisis institucional: 1973-1980 (Antología crítica)* (Santiago/Minneapolis: Centro de Indagación y Expresión Cultural y Artística/University of Minnesota, 1982); Florencio Sánchez, *La gringa. Barranca abajo.*

683 The Spanish and Latin-American Film Polo

This course will examine representative Hispanic films focusing both on formal (image, sound, editing) and cultural aspects. The discussion will center on topics such as film and narrative, realism and surrealism, the woman's voice, film and popular culture.

Required texts: David Bordwell and Kristin Thompson, *Film Art: An Introduction* (Reading, MA: Addison-Wesley); Manuel Puig, *El beso de la mujer araña* (Barcelona: Seix-Barral, S.A.; Colección Biblioteca de bolsillo).

Professional Preparation for Teachers

695A Fundamental Principles and Practical Techniques in the Teaching of Spanish Saldívar

The aim of this course is to provide a firm foundation in basic pedagogical principles and techniques. Emphasis will be on how to create a stimulating atmosphere for lively communication in the Spanish classroom. Students will learn to use a variety of techniques and audiovisual materials. The content of the course will be applicable to all levels and facets of Spanish teaching. Students will be required to practice-teach and to present pertinent projects. *This section is for students with no previous teaching experience* . (1 Unit)

Required texts: Alice C. Omaggio, *Teaching Language in Context: Proficiency-Oriented Instruction* (Boston: Heinle & Heinle Publishers, Inc., 1986).

695B Fundamental Principles and Practical Techniques in the Teaching of Spanish Guntermann

This section is specifically designed for students with teaching experience.

697 The Teaching of Literature Valdés

The course is divided into three parts: 1) formal analysis of literary texts for the classroom: lyric poetry, narrative, drama; 2) historical background of literary texts: survey courses, monographic courses; 3) interpretation of literary texts in the classroom: principles of interpretation, participation of students in the interpretive process.

Required texts: Julio Cortázar, *Bestiario*; Federico García Lorca, *Romancero gitano* (Madrid: Espasa-Calpe, S.A; Colección Austral, 1499); Miguel de Unamuno, *Niebla*, ed. de Mario J. Valdés (Madrid: Ediciones Cátedra, 1982); *San Manuel Bueno, mártir*, ed. de Mario

J. Valdés (Madrid: Ediciones Cátedra, 1978); Lope de Vega, *Fuenteovejuna* (Madrid: Editorial Castalia; Castalia didáctica, 14); Mario J. Valdés, *Shadows in the Cave* (Toronto: University Press, 1982).

794 New Technologies: Introductory Computer Workshop

A basic introduction to the use of computers in the teaching of foreign languages. The workshop will cover: introduction to the Macintosh computer; word processing - text generation; foreign character fonts; graphics; authoring languages and authoring systems (including Hypercard). General sessions will be conducted in English, with hands-on experience in a Spanish-specific group. (1 Unit)

795 New Technologies: Introductory Video Workshop

A basic introduction to the use of video in the teaching of foreign languages. The workshop will cover: introduction to the hardware (VCR, satellite antennae, interactive video disc, standards conversion, etc.); theories of second-language acquisition and the role of "comprehensible input" in language learning; curriculum planning - the place of video in instructional programs; hands-on demonstration, practice with and evaluation of current video-based instructional materials; practical experience with materials preparation; information on resources, copyright, licensing restrictions, etc. General sessions will be conducted in English, with hands-on experience in a Spanish-specific group. (1 Unit)

The School in Spain

Instituto Internacional
Miguel Angel, 8
28010 Madrid, SPAIN
Telephone: 419-81-88

A valuable complement of the Middlebury summer program is the School in Spain. The capital of Spain offers a wealth of intellectual and cultural possibilities and enjoys a central location, convenient for travel to various regions of the country. The school is located at the Instituto Internacional, a building of great historical and artistic interest, and its location in one of the nicest areas of the city is easily accessible to our students.

The school offers both junior and graduate programs during the academic year. Undergraduates may choose either a spring or fall semester or a complete year of study. Candidates for the M.A. degree can choose to attend the academic year in Spain after successfully completing three required courses at the summer session of the Spanish School on the Vermont campus.

Courses for the fall semester begin in early September and end with final examinations in mid-December. After the Christmas vacation the spring semester opens in early January and continues until late May. The resident director is available to advise students at all times throughout the year, beginning with a series of orientation meetings on the Vermont campus during the summer when questions of registration, transportation, housing and excursions in Spain are discussed at length. Students not on the Vermont campus receive all necessary information by mail during the summer months.

During the first week of each semester, all new undergraduates are expected to participate in an orientation program designed to introduce them quickly to life in the Spanish capital and the surrounding area. Visits are arranged to various points of interest in Madrid, and weekend excursions to other parts of Spain are planned for both undergraduate and graduate students throughout the academic year.

All courses are organized by Middlebury College for its own students. They are taught by a distinguished gathering of some of the most renowned scholars of Spain, including members of the Real Academia, university professors and other authorities in the fields of letters, history, the social sciences and the arts. The course offerings are organized with an emphasis on Spain in order to take advantage of the students' presence there.

Housing: Arrangements for accommodations in Madrid are made by the students with the aid of the secretary of the school who keeps an up-to-date list of names of families and apartments where Middlebury students have lived in previous years. Prices will vary according to the types of accommodation and the rate of exchange. The director and the secretary will do every-

thing possible to help students settle in Madrid before the opening of classes.

Application: Follow the general procedure explained on page 8. When returning the application, mark the appropriate space to indicate an interest in the program in Madrid. The deadline for application to the junior program in Madrid is March 1 for the fall semester and full-year and November 1 for the spring semester. For Middlebury College sophomores the deadline is February 1.

Administrative Staff

Eduardo Camacho has been Director of Studies of the Middlebury College School in Spain since 1972. Professor Camacho was born in Colombia where he received a licenciatura in philosophy and letters from the University of the Andes in Bogotá. He continued his studies in Spain and earned his doctorate in Romance languages at the Central University of Madrid. He has been professor at the University of the Andes and at the State University of New York at Albany. He has taught at the Middlebury Spanish School since 1967, serving as director from 1972 to 1982. He has published several books of literary criticism including *La elegía funeral en la poesía española* and *Naturaleza, historia y poética en Pablo Neruda*. His edition of *Martín Fierro* appeared in Spain in 1982 and his novel *Sobre la raya* was published in 1986 in Bogotá. Also published in 1986 was *José Asunción Silva: Antología - Prosa y verso.*

Kim Griffin Riedel, Administrative assistant. (See page 13.)

Elisa Gonzalez Soldevilla, Secretary to the School in Madrid.

Faculty

The following is a representative list of the faculty:

Vidal Alba de Diego teaches at the Complutense University, where he also received his Ph.D. with a Premio Extraordinario for his dissertation. He has been a fellow at the Consejo Superior de Investigaciones Científicas and for many years has taught at the Universidad Internacional Menéndez Pelayo, in Santander. He has published *La publicidad: Sociedad, mito y lenguaje* and numerous articles on linguistics.

Carlos Bousoño received his doctorate with a thesis on the Nobel Prize winning-poet Vicente Aleixandre. His critical works have won him the Premio Fastenrath and the Premio Nacional de Literatura; for his poetry, he has received two Premios de la Crítica. In 1979 Professor Bousoño was elected to the Real Academia Española. His latest books are an anthology of his poetry and a work on criticism, *Epocas literarias y evolución.*

Rafael Castillo (see page 10.)

Ricardo Domenech has held the position of director of the Escuela Superior de Arte Dramático, and is currently teaching there. He has published several books of criticism and short stories. Among Professor Doménech's latest titles are *La pirámide de Khéops* and *Tiempos.*

Jesus Fernández Álvarez of Asturias, Spain, studied philosophy and letters at the University of Madrid. He has taught for North American programs in Madrid since 1966 and was a professor at the Middlebury College Spanish School in Vermont for many summers. Professor Fernández is the author of *El subjuntivo*, and has also co-authored *Perífrasis verbales* and the three books of *Curso intensivo de español.* He is now working on a monographical study on the Spanish indicative.

María Luz Gutiérrez Araus received her doctorate from the University of Madrid where she is now Adjunct Professor of Language. She has published numerous articles in the field of linguistics; her latest book is *Estructuras sintácticas del español actual.*

Selma Margaretten received her doctorate from the Complutense University. She has published, in collaboration with José Rubia Barcia, *Américo Castro and the Meaning of Spanish Civilization,* and has translated works by Castro in collaboration with Professor Willard King.

Gustavo Mejía holds a licenciatura in philosophy and letters from the University of the Andes, and received both a master's degree and a doctorate from the University of Essex, Great Britain. He has taught at several universities in Colombia, and at Vassar College in the United States, as well as at Middlebury's summer program and School in Spain. His publications include short stories, poems, and articles on literary criticism, the most important of which are his editions of *María* by Jorge Isaacs and *Obra completa* by José A. Silva, co-authored with Eduardo Camacho.

Emilio Núñez (see page 12.)

Alfredo Ramón (see page 13.)

Kim Griffin Riedel (see page 13.)

Regina Sagüés received a licenciatura in philosophy and letters from the University of Madrid. She has taught at the Colegio Estudio of Madrid since 1969, at the summer session of the Spanish School of Middlebury College from 1971 to 1982, and at Middlebury College in Madrid since 1970.

Alberto Sánchez received licenciaturas in law, and in philosophy and letters from the University of Valencia. He teaches at the Middlebury program in Madrid and also serves as the director of *Anales cervantinos*, where many of his articles and reviews have been published. His edition of *Don Quijote* was published by the Editorial Noguer of Barcelona.

José Sánchez Jiménez holds a doctorate in history and a licenciatura in psychology from the Complutense University, Madrid. He is also completing a doctorate in social sciences from the Pontifical University of Salamanca. He teaches at both these universities and in the Diplomatic School of the Ministry of Foreign Affairs. Professor Sánchez Jiménez has written extensively on Spanish rural society and has completed a two volume *Historia contemporánea* for the Editorial Alhambra, Madrid. He has also edited, in collaboration with M. Tuñon de Lara and J.L. García Delgado, Volume XXXVII of Menéndez Pidal's *Historia de España* published by Espasa-Calpe.

Carlos Soria Tosantos has a licenciatura in Hispanic literature from the University of Madrid. He worked for the Filmoteca Nacional editing its magazine. He teaches at the Colegio Estudio in Madrid and at several North American university programs in that city.

Programs of Study

The Junior Program

All courses are organized by Middlebury College for its own students. Qualified undergraduates with five completed semesters of college-level Spanish or equivalent proficiency in the language may enroll for the fall or spring semester or for the full academic year. Some graduate courses are open to juniors during their second semester in Madrid. In special cases and with permission from the director, an advanced junior may be allowed to take a graduate course which is normally not open to juniors.

It is sometimes required or strongly recommended that a student attend the summer session or a similar program before attending the junior program in Madrid.

Students in the undergraduate program earn the equivalent of eight Middlebury College course units for the academic year in Madrid (four units per semester).

A student's workload must be approved by the resident director. Because a student's home institution determines the number of credits awarded for work abroad, students are urged to discuss the question of transfer credits with their advisors. Middlebury College considers a semester or academic year abroad as equivalent to a semester or academic year in the U.S.

The following list is representative of some of the courses offered in recent years:

319 Spanish Language Bordón

This course reviews grammatical structures and vocabulary and introduces the principles of composition to help students achieve a better command of oral and written Spanish.

333 History of the Zarzuela Núñez

A study of this genre of Spanish musical theater from its origins in the XVII century to its last manifestations in the decade of the 40's in this century.

338 Workshop: Spain Today Riedel

Newspapers, magazines, visits to relevant places, etc., will be effective in developing the following themes: dictatorship vs. democracy; Parliament and the Constitution; the King and the role of the monarchy; working in Spain.

343 Spanish Cinema Soria

The objective of this course is the understanding of Spanish society through its cinema. Students view one film a week and study it in the context of Spanish history.

345 History of Contemporary Latin America Mejía

After a quick review of geographical factors (e.g., regions and climate), students will consider the principal problems of Latin American history. A global view of the period between Independence and the first half of the twentieth century will be presented, giving special attention to cultural aspects. The second half of the course will study present day Latin America, with particular attention paid to the Central American crisis.

401 Composition and Stylistics Sagüés

This course is designed to help students overcome problems with the Spanish language which are common to English speakers.

461 Latin American Literature Mejía

The object of study is the development of Latin American narrative after the Mexican Revolution, and its relation to peculiar natural phenomena and regional life.

The Graduate Program

During the required preliminary summer in Vermont, graduate students normally take three courses: *Advanced Spanish Language*, *Literary Analysis* and one elective course. In Madrid, the students follow a program consisting of four courses one semester, including the required *Literature Seminar,* and five courses the other. The choice depends on academic performance at Middlebury and upon previous studies, needs and interests.

Students will not be allowed to register for the School in Spain if their conduct or academic performance during the summer is judged unsatisfactory.

The following list is representative of the courses offered in recent years:

First Semester

Language

600 Translation: English-Spanish Castillo

Attention will be devoted to exercises in translation, substitution, textual study of literary prose, and composition in order to train students to improve their written work. (1 Unit)

603 Comparative Syntax Fernández

The subject of this course is the subordinate clause, i.e., the subjunctive and its syntactical and semantical implications in the spoken and written language. (1 unit)

Literature

561 Literature Seminar Camacho

M.A. candidates are required by the Spanish School to have an understanding of the chronological development of Spanish letters. Weekly lectures are designed to help students organize their literary studies.

All students must take the seminar either during their first or second semester in Madrid. Selection for fall or spring term will be made according to individual schedules.

Students enrolled in the fall semester *Literature Seminar* must select three other courses in the fall and five in the spring; those taking the seminar in the spring will elect five courses in the fall and three additional courses in the spring. (1 Unit)

759 Literary Periods and Evolution Bousoño

Students will examine what constitutes a literary epoch and how and why it evolves toward a new epoch and a new generation. Concrete examples will be taken from the poetry of Juan Ramón Jiménez to demonstrate two distinct literary periods and their influence on contemporary authors. (1 Unit)

767 Cervantes: Don Quijote Sánchez

Cervantes' thought and style will be analyzed through the careful study of his masterpiece which is considered by many scholars to be the origin of the modern novel. (1 Unit)

769 Spanish Theater of the 20th Century: Valle-Inclán, García Lorca, Buero Vallejo Doménech

Three Spanish playwrights (Valle-Inclán, Federico García Lorca and Antonio Buero Vallejo) will be studied from the stylistic and sociological perspective. (1 Unit)

Culture and Civilization

633 Spanish Architecture Ramón

The objective of this course is to teach students to recognize the characteristics and evolution of Spanish architecture through a study of its most important examples, in order that they may have a fuller appreciation of Spanish culture and civilization. (1 Unit)

637 Twentieth Century Spain Sánchez Jiménez

This course will deal with the following themes: the beginning of the twentieth century in Spain, formation of the capitalistic society in Spain, the dictatorship of Miguel Primo de Rivera and the collapse of the monarchy, the Civil War from 1936-1939, Franco's rule, the decline of Franco's Spain and the birth of the democratic opposition. (1 Unit)

643 History of Latin American Culture Mejía

A historical study of Latin American culture and civilization will be based on the following themes: ideology of the independence movement, "civilización y barbarie," "Nuestra América," regional problems, and cultural identity and the Cuban revolution. (1 Unit)

Second Semester

Language

605 Colloquial Spanish Alba

Characteristics of colloquial Spanish will be studied in a systematic manner through numerous examples.

The aim is to enable students to use such language with spontaneity. (1 Unit)

620 History of the Spanish Language Castillo

This course will trace the history of the Spanish language from its pre-Latin origins to the present by examining the influences of the Greek, Celtic, Germanic and Arab invasions. Students will also examine the Spanish language in the Hispanic world and the differences among Spanish dialects in Europe and America. (1 Unit)

Literature

561 Literature Seminar Camacho
(see first semester)

566 The Generation of 1898 Sánchez

In this course we will study the writers of the generation of 1898, with particular attention given to Valle Inclán, Unamuno and Maeztu. (1 Unit)

760 Poetry of the Generation of 1927 Bousoño

This course covers the principal poets of the Generation of '27 (Federico García Lorca, Vicente Aleixandre and Luis Cernuda), their respective worlds and systems of expression. After exposure to a structural analysis of contemporary poetry, the student will examine the texts of the poets. (1 Unit)

777 Modern Latin American Novel Mejía

This course presents a view of Latin American literature in the past twenty years, including the relationship between specific historical events and their effects on the literature of this period. (1 Unit)

Culture and Civilization

532 History of Spanish Music Núñez

This course will review the most important moments in Spanish music from the Roman, Visigothic and Mozarabic periods to the present. (1 Unit)

534 Velázquez, Goya and Picasso Ramón

This course studies the life and works of three Spanish artists as seen through their historical circumstances. (1 Unit)

639 Spanish Cinema Sanz de Soto

The course will cover the Surrealist mode in Spanish cinema with particular attention given to Buñuel, Saura, and Erice. Their films will be studied using Middlebury's video facilities. (1 Unit)

General Remarks: *Middlebury College students with special curricular needs may be able to enroll in selected courses offered by other U.S. universities with programs at the Instituto Internacional. Permission from the director of the Middlebury program is required.*

Middlebury College Language Schools

Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad

Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753

Middlebury College
The Spanish School
Middlebury, VT 05753

170-2-88

SCUOLA ITALIANA

MIDDLEBURY COLLEGE
1988-89

The Italian School

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5543

Summer 1988

June 24 - August 12
(Seven-Week Session)
Total: $2850
(Tuition $1880; Board $700; Room $270)

June 27 - August 12
(Six-Week Session)
Total: $2785
(Tuition $1880; Board $650; Room $255)

June 25 - July 16
(Three-Week Workshop)
Total: $1400
(Tuition: $940; Board $330; Room $130)

Academic Year 1988-89

The School in Italy
Graduate and Junior Year Programs
Tuition: Full year - $5625; Semester - $2825

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Summer Session 1988

During its 57th session, the *Scuola Italiana* is again offering a wide range of challenging courses dealing with the language, literature and civilization of Italy in all its facets. The expertise and excellence of the faculty, drawn from institutions in Europe, the United States and Canada, have earned the School a reputation as the best and most prestigious Italian summer program on the North-American continent.

The pledge to use Italian exclusively for the entire session is not only considered an integral part of the learning process, but lies at the core of the Middlebury experience, and as such it is emphasized at all times. Certainly the fact that faculty and students live under the same roof and take part in all the cultural and social activities sponsored by the school contributes to create a cordial and creative collegiate atmosphere, unlikely to be duplicated elsewhere. The program demands much of students and faculty; at the end of the session, however, the rewards are commensurate with the effort.

The first, second and third level courses have remained essentially unchanged from last summer. Italian 502 has been reintroduced in the curriculum as a required course for most beginning graduate students, while students with higher linguistic proficiency may opt for Italian 601, which has been considerably revised. Continuing with the two-year cycle initiated last summer, three of the five graduate literature courses will focus on the modern and contemporary periods, while the remaining two will concentrate on the study of Dante and the Renaissance Epic. The popular civilization course "Italy Today" and a course on 19th and 20th century Italian art will also be offered.

The 1988 session of the Italian School will also feature a week-long lecture series on "Goldoni and His Comedies" by the distinguished Italianist Franco Fido of Brown University, a long-time friend of the school.

The Italian School of Middlebury College and the *Scuola di Lingua e Cultura Italiana per Stranieri* of Siena in association with the *Ministero della Pubblica Istruzione* in Rome, Italy, will co-sponsor a special *Workshop di Aggiornamento e Perfezionamento* intended exclusively for primary and secondary school teachers of Italian. The Middlebury campus will host the first part of this important new initiative (June 25- July 16), while the second part will take place in Siena (July 22 - August 20). I am happy to announce that the Italian Government will cover the entire cost of tuition, room and board for the session in Siena for all the students in the program.

With such an ample variety of academic offerings and the numerous cultural and social activities that are scheduled, I am confident that the 1988 summer school will be a memorable experience of learning for all students and instructors. I count on all of us to do our best to make this a most successful and fruitful period of study in the Green Mountains of Vermont.

Cordialmente,

Il Direttore
Edoardo A. Lebano

Italian at Middlebury

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. During the summer, graduate and undergraduate courses in Italian are offered on the Vermont campus; during the academic year, graduate and junior year programs are offered at the Middlebury School in Florence.

Middlebury's Italian School was founded in 1932 and the School in Italy in 1960. The German School was founded in 1915, followed by the French School in 1916, Spanish in 1917, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury College School in France in cooperation with the University of Paris, followed by similar programs in Madrid (1951), Mainz (1959) and Moscow (1977).

The Pledge: More than sixty years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are required to sign a formal statement agreeing to use Italian as the sole medium of communication during the entire session. A modified pledge is required even of students on the beginning level.

Summer in Vermont

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning

experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only Italian is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes are not normally scheduled for late afternoons, evenings or weekends, and the school often uses this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Italian and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Programs of Study

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. Classes from beginning courses through the doctoral level are taught in Italian, and all summer programs are *intensive.*

A normal load for graduate students is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Special Program

Workshop di Aggiornamento e Perfezionamento: This innovative project, to be repeated in the coming summers, is especially designed to meet the needs and demands of primary and secondary school teachers of Italian. It consists of two parts: in the first, a three-week workshop from June 25 to July 16 on the Middlebury campus, the students will enroll in two courses for three hours a day of instruction in the areas of methodology, advanced language instruction, and civilization, earning a total of 1.5 units of credit. The second part will be held in Siena (July 22 - August 20) with five hours a day of

instruction for a total of 2.5 graduate units. While admission to the Master's program remains separate from the Workshop, the credits earned in Siena may be considered for transfer towards an M.A. degree to be complete on the Vermont campus. The cost of tuition, room and board for the period of stay in Siena will be covered by a grant from the *Ministero della Pubblica Istruzione.*

Inquiries should be addressed to the Italian School, Sunderland Language Center, Middlebury College.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees. The M.A. degree in Italian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Florence. It is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Students must fulfill the following minimum distribution requirements: one language course (unit) at the 500 level, one language or linguistic course (unit) at the 600 level, two units in civilization, three in literature courses and, for those students who plan to teach, one unit in methodology or professional preparation. An M.A. candidate who wishes to finish degree requirements in Florence must also present an independent research project worth two units of credit.

Students who wish to fulfill M.A. degree requirements in Florence must successfully complete three graduate courses, including a 600-level literature course, on the Vermont campus prior to enrolling in the School in Italy. Admission to the School in Italy is based on performance in the summer courses and on faculty recommendation.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A masters degree in Italian is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Italian; two graduate courses in a second language (French, German, Russian, or Spanish); comprehensive examinations in both languages; one year's residency in Italy; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Italian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be begun and completed within the six weeks of the graduate session.

Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Credits

Credit is defined in terms of *units.* One unit equals three semester hours. The seven-week session (levels 100-399) normally carries a total of three units (nine semester hours) of credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

(All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.)

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

In past years two-week graduate seminars have been offered in some of the Language Schools. Please note that only a total of two of these seminar units may be applied toward the M.A. degree, and the combined total of Middlebury seminar and transfer credits from other institutions may not exceed three units. These units may not be applied toward the M.M.L. or the D.M.L. degrees.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Financial Aid

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad.

Financial aid is awarded on the basis of need as determined by the Financial Aid Office, and academic ability, as rated by the dean. We use the Language Schools Financial Aid Application and complete copies of the 1986 and 1987 federal tax returns to arrive at a determination of students' need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

For the summer, financial aid is generally awarded in the form of employment, grant aid, National Direct Student Loans or a combination of the three. Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

For the academic year abroad, assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate degree program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of college grants and National Direct Student Loans, with any remaining need met by a Guaranteed Student Loan through the student's home bank.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College. Tel. 802/388-3711, ext. 5158.

Scholarships

The following scholarships have been established in honor of students, friends or faculty of the Italian School: The Cesare Barbieri Endowment Fund, Salvatore J. Castiglione Scholarship Fund, Joan R. Costa Scholarship, The Joan F. Giambalvo Scholarship Fund, Il Giornalino Scholarship, The Dr. Nicholas Locascio Scholarship Fund, Anna and Luke J. Nolfi Scholarship, The Kenneth Sozzi Memorial Scholarship Fund, the AMISA (Italian School Alumni Association) Scholarship and the Rotary Club Milano Nord. Each summer the Merlino-Mezzotero Award and the Camillo P. Merlino Award are given to graduate students in Italian for academic achievement.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Fees

A non-refundable fee of $30 must accompany each new student's application. Upon acceptance, all students are required to pay a $150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses. Auditing costs per week are $700 (tuition $400; board $150; room $150).

Application and Admission

Students may apply for admission for a single summer at any level, for the junior year program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Florence. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable. For more information or an application, contact the Italian School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5543

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

AMISA

Membership in the Association of Middlebury Italian School Alumni (AMISA) is open to students, alumni, faculty members and friends of the school. The aims of the association are "to keep its members in touch with the school," and "to maintain the spirit of cordiality which the members associate with the Italian School." The association annually supports a deserving graduate student through the AMISA Scholarship. The association has also made gifts of books to Middlebury College in appreciation and support of the Middlebury program of Italian studies.

In addition to its annual winter meeting, the association holds a summer reunion on the Middlebury campus, and encourages the scheduling of regional meetings by interested members. AMISA will hold its 38th annual summer meeting at Middlebury on the weekend of July 8, 1988.

The Italian School

Director: EDOARDO A. LEBANO. Professor of Italian and Director, Center for Italian Studies, Indiana University. Ph.D., The Catholic University of America.

Dean: FABIO GIRELLI-CARASI. Assistant Professor of Italian, Middlebury College. Ph.D., University of Wisconsin.

Faculty

MARIA ROSARIA VITTI-ALEXANDER. Coordinator, Elementary Italian Language Program, University of Michigan. Ph.D., University of Michigan.

FABIO GIRELLI-CARASI. (see above).

GIOVANNI CECCHETTI. Distinguished Professor of Italian, University of California, Los Angeles. Dottore in Lettere, Università di Firenze.

LORENZO COVERI. Professore Associato di Dialettologia, Università di Genova. Dottore in Lettere, Università di Genova.

CRISTINA DEGLI ESPOSTI. Associate Instructor of Italian, Indiana University. Dottore in Lettere, Università di Bologna. Doctoral Student, Indiana University.

FRANCO FIDO. University Professor and Professor of Italian and Comparative Literature, Brown University. Dottore in Lettere, Università di Pisa.

ROSA BELLINO GIORDANA. Teacher of Italian, Lyons Township High School, La Grange, Illinois. M.A., Rosary College.

PAOLO GIORDANO. Associate Professor of Italian and Director of International Studies, Rosary College. Ph.D., Indiana University.

EDOARDO A. LEBANO. (see above).

MICHAEL LETTIERI. Senior Tutor of Italian, Erindale College, University of Toronto. Ph.D., University of Toronto.

MARIA CARLA PAPINI. Professore Associato d'Italiano, Università di Firenze. Dottore in Lettere, Università di Firenze.

ENRICO POZZI. Professore Associato di Sociologia, Università di Roma. Dottore in Lettere, Università di Roma.

GRAZIA VIVA POZZI. Ricercatrice, Consiglio Nazionale delle Ricerche, Roma. Dottore in Lettere, Università di Roma.

MEME AMOSSO SACCONE. Coordinator of Italian Undergraduate Program, Johns Hopkins University. Dottore in Lettere Moderne, Università di Torino.

CARLO SALA. Maître-Assistant, Université de Paris X-Nanterre. Diplome de l'Ecole Pratique des Hautes Etudes. Doctorat de 3e Cycle.

ELISABETTA VALLANIA. Instructor of Italian, Middlebury College School in Florence. Dottore in Lettere, Università di Bologna. Ph.D., Indiana University.

Administrative Staff

CHRISTINE BELLI. Assistant to the Director. M.A., Montclair State College. M.A., Middlebury College.

ROSEMARIE COZZA. Bilingual Secretary. M.A., Queens College.

SANDRA WERNER. Secretary of the Italian School.

Intensive Language Courses

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. Schedules, texts and staffing are subject to change.

+ designates courses in the seven-week session.

Level 100

The first-year program consists of three components: grammar and drills, introduction to culture and civilization, and an overview of current events and ideas.

151-152-153 Elementary Italian+

R. Giordano, Vallania

Designed to provide a solid foundation in both spoken and written Italian, this intensive introduction permits comprehensive coverage of basic structures and vocabulary. Exclusive use of the language in dialogues and drills encourages development of linguistic awareness in a meaningful and dynamic context, while class discussions and reports broaden the student's view of Italian life and culture. Attendance at the language laboratory is an integral part of the course. (3 Units)

Required Texts: E.A. Lebano & P.R. Baldini, *Buon giorno a tutti!* First Year Italian. New York: John Wiley (1983); Ugo Skubikowski, *Workbook to Accompany Buon giorno a tutti!.* New York: John Wiley (1983).

Recommended Texts: P. Castiglione, *Italian Phonetics, Diction and Intonation.* New York: S.F. Vanni (1982); S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984).

Level 200

Students at the second level are placed in 251-252-253 or 261-262-263 on the basis of their performance on the placement examination administered before course registration.

251-252-253 Intermediate Italian+

Vitti-Alexander, P. Giordano

A review and consolidation of the structures of contemporary Italian, this course also provides systematic enrichment in vocabulary and idiomatic expressions. Conversation, compositions, and oral reports will help to increase fluency and naturalness while preparing the student for a more sophisticated and integrated use of the language in a variety of spoken and written situations. Instruction in phonetics and a language laboratory program are featured components. (3 Units)

Required Text: G. Lazzarino, *Da Capo.* An Italian Review Grammar. Second Edition. Holt, Rinehart and Winston (1987); Beppe Fenoglio, *La paga del sabato.* Torino: Einaudi; Vasco Pratolini, *Il Quartiere.* Milano: Mondadori.

Recommended Texts: P. Castiglione, *Italian Phonetics, Diction and Intonation.* New York: S.F. Vanni (1982); S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984).

261-262-263 Advanced Intermediate Italian+

Girelli-Carasi, Degli Esposti

For students at the intermediate level with a higher performance on the placement exam, this course will afford the opportunity to expand oral and written skills while consolidating their knowledge of grammar. We will explore a variety of aspects of contemporary Italy through edited and unedited texts drawn from a variety of media: newspapers, magazines and literary works. Additional assignments will focus on films, TV programs and popular music. Class work will be evenly divided between the grammatical and cultural components (two hours daily for each component). (3 Units)

Required Texts: A. Jeannet, *Parliamo dell'Italia.* Lanham, Md.: University Press of America (1984); A. Napolitano, M. Devine, *Manuale di grammatica italiana.* Saratoga, Ca.: Anma libri (1979); Beppe Fenoglio, *La paga del sabato.* Torino: Einaudi; Vasco Pratolini, *Il Quartiere.* Milano: Mondadori.

Recommended Texts: S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984); P. Castiglione, *Italian Phonetics, Diction and Intonation.* New York: S.F. Vanni (1982).

Level 300

Students at the 300 level normally take 301, 302, and 354. Especially well-prepared students may, by permission of the director, substitute 356 or 365 for 354.

301 Italian Grammar: A Cognative Approach+
Lettieri, G. Pozzi

The purpose of this course is to improve self-expression by solidifying command of salient grammatical structures. Building on knowledge already acquired, the student will be introduced to those complex and potentially troublesome parts of speech from an intellectual-

logical as well as a functional perspective. Emphasis will be placed on written and oral expression. (1 Unit)

Required Text: G. Pittano, *Lingua, espressione, comunicazione.* Milano: Mondadori.

Recommended Texts: M. Hazon, *Grande Dizionario Hazon Garzanti, Inglese-Italiano, Italiano-Inglese.* Milano: Garzanti; Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

302 Italian Conversation: Patterns of Communication+ Lettieri, E. Pozzi

A systematic introduction to a variety of conversational patterns centered around topics of general interest, such as work and the family, private and public life, political and moral problems, education, religion, hobbies, the media. The instructor will lead students in exploring meaningful communicative situations and the many possibilities of acceptable and creative linguistic expressions. There will be ample use of audio-visual materials. (1 Unit)

Materials for this course will be provided by the Instructor.

354 Modern Italian Writers: An Introduction to the Study of Italian Literature+ P. Giordano

The aim of this course is to read, analyze, and discuss texts of Italian prose from a grammatical, syntactical, and stylistic perspective. Within this context, literature will be used primarily as a vehicle for the reinforcement and enrichment of linguistic performance. Classes will include lectures, group-analysis of sample written work presented in class by students, and discussion of texts. (1 Unit)

Required Texts: I. Silone, *Fontamara.* Milano: Mondadori; E. Vittorini, *Conversazione in Sicilia.* Torino: Einaudi; L. Sciascia, *Il giorno della Civetta.* Torino: Einaudi.

Recommended Texts: M. Hazon, *Grande Dizionario Hazon Garzanti, Inglese-Italiano, Italiano-Inglese.* Milano: Garzanti; Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

356 Italy Today: Patterns of Transition and Innovation+ E. Pozzi

For course description and texts, see 556 in the graduate section. (1 Unit)

365 Idea of the Modern in 19th and 20th Century Italian Art+ Sala

For course description and texts, see 565 in the graduate section. (1 Unit)

Graduate Courses

502 Advanced Italian: Studies in Language Saccone

Designed to develop oral and written proficiency at an advanced level. This course meets for two hours; one hour dedicated to the study of patterns and structures and one hour to oral expression. Students will be required to submit essays, give oral presentations of increasing length and complexity, and participate in class discussions.

Note: This course is obligatory for all first year students except those exempted on the basis of a placement examination. Students scoring low on the placement test may be required to take 301 for undergraduate credit before attempting 502. (1 Unit)

Required Texts: M. Dardano and P. Trifone, *Grammatica italiana con nozioni di linguistica.* Bologna: Zanichelli (1987); G. Berto, *Il cielo è rosso.* Milano: Longanesi.

Recommended Text: Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

556 Italy Today: Patterns of Transition and Innovation E. Pozzi

A multi-media presentation of various aspects of present-day Italian life and culture with emphasis on current and latent trends both in the individual and the social spheres. Students will also examine some widespread stereotypes to understand the complex reality behind the appearances. A vast array of different materials will provide a multi-faceted exposure to contemporary Italy and to the Italian language. (1 Unit)

Required Text: P.P. Pasolini, *Lettere luterane.* Milano: Garzanti.

565 Idea of the Modern in 19th and 20th Century Italian Art Sala

After introducing the "Macchiaioli" and painting of the 19th century, the course will focus on development of futurist ideas in the works of such artists as Balla, Boccioni, Severini and Rusolo, comparing them with the works of their European counterparts. Special attention will be given to the relationships between Futurism and Fascist aesthetics. In the second part we will study post-WWII production and the emergence of Italian Design, from the works of the "classic designers" of the 1960's to those of the "Memphis" group of Milan, and will examine the evolution of automotive design (Ferrari, Lamborghini, Maserati and others). (1 Unit)

Given the special nature of this course, no textbooks are available. The instructor will provide materials and the library will have reference works on reserve.

601 Stylistics: Techniques of Composition and Interpretation G. Pozzi

For students who already have a high degree of proficiency in Italian, selections from modern authors will be read and analyzed for their effectiveness and manner of expression. Discussions will also focus on the language of advertising, sports, politics, as well as on the relationship between written and spoken Italian. Oral and written assignments will include summaries, paraphrases, comments, interpretations, and creative variations of the form of discourse. (1 Unit)

Required Texts: G. Pozzi, R. Ascari, *L'analisi del testo - il testo dell'analisi* (manuscript); T. De Mauro, *Guida all'uso delle parole,* Editori Riuniti (1980).

Recommended Text: Sandron, *Dizionario della lingua italiana.* Roma: Curcio (1987).

663 Dante's *Divina Commedia* Cecchetti

An introduction to the poem and a close reading of the text, integrated with relevant information on scholasticism, classical tradition, medieval literature and poetics, and the sociopolitical structure of Dante's world. (1 Unit)

Required Text: Dante, *Commedia: Inferno, Purgatorio, Paradiso,* a cura di Emilio Pasquini e Antonio Quaglio. Milano: Garzanti (3 volumes).

672 Introduction to Modern and Contemporary Literature Papini

After a political and cultural overview of late 18th century Italy, students will be introduced to representative works of Metastasio, Goldoni, Alfieri and Parini. The development of Romantic literature will be illustrated through the poetry of Foscolo and Leopardi, and an examination of *I promesi sposi* will initiate a discussion on the development of the novel from Manzoni to Verga, Svevo and Pirandello. The course will also deal with the poetry of Ungaretti and Montale and narrative works by Vittorini, Pavese and Calvino, ending with a discussion of the major artistic movements of this century such as "neorealismo," "neosperimentalismo," and "neoavanguardia." (1 Unit)

Required Text: M. Pazzaglia, *Letteratura italiana. Testi e critica con lineamenti di storia letteraria.* Vol. III. Bologna: Zanichelli (1985).

Recommended Text: R. Montano, *Cultura e Letteratura.* Napoli: Conte/G.B. Vico (1987).

675 Leopardi and 19th Century Italian Poetry Cecchetti

A general introduction on Italian Romanticism; reading and commentary of poems by Ugo Foscolo, Alessandro Manzoni, and Giacomo Leopardi. Special emphasis will be placed on the significance of Leopardi's works in prose and verse. For the poetic innovative trends of the

late 19th century a selection of poems by Giovanni Pascoli will be presented with comments. (1 Unit)

Required Texts: G. Leopardi, *Canti,* a cura di N. Gallo e C. Garboli. Torino: Einaudi; G. Leopardi, *Operette morali / Essays Dialogues,* University of California Press (paperback); U. Foscolo, *Ultime lettere di Jacopo Ortis - Poesie,* a cura di M. Puppo. Milano: Mursia; A. Manzoni, *Liriche e tragedie,* a cura di L. Caretti. Milano: Mursia.

Recommended Text: N. Sapegno, *Compendio di Storia della Letteratura Italiana,* Vol. III, Firenze: La Nuova Italia.

770 Twentieth Century Italian Novel Papini

In addition to furnishing students with a general knowledge of 20th century Italian narrative, the course will emphasize the thematic and structural changes of the novel as a literary genre in the last eighty years. Readings include selected works by the major authors of the period, from Svevo to Tabucchi, from Moravia to Calvino, from Vittorini to Volponi, from Bassani to Anna Banti, and from Pratolini to Elsa Morante. Each novel will be considered in the context of the literary opus of each individual writer and the socio-cultural milieu in which he or she lived and worked. (1 Unit)

Required Texts: I. Svevo, *La coscienza di Zeno;* A. Moravia, *Gli indifferenti;* E. Vittorini, *Conversazione in Sicilia;* C. Pavese, *La luna e i falò;* V. Pratolini, *Cronache di poveri amanti;* G. Bassani, *Il giardino dei Finzi Contini;* E. Morante, *L'isola di Arturo;* A. Banti, *Artemisia;* D. Buzzati, *Il deserto dei Tartari;* P. Volponi, *Il lanciatore di giavellotto;* I. Calvino, *Se una notte d'inverno un viaggiatore;* E. Tabucchi, *Piccoli equivoci senza importanza.*

775 Italian Renaissance Epic Lebano

After a general introduction on the development of chivalric poetry in Italy from the *cantari popolari* to the end of the 16th century, the course will focus on a close reading of Ariosto's and Tasso's masterpieces, preceded by lectures aimed at illustrating the life and the cultural formation of the poets as well as the meaning, importance and influence the *Orlando Furioso* and the *Gerusalemme liberata* had on other Italian and foreign authors. Renaissance theories about the epic poem will also be discussed. Students will be assigned specific cantos, books or articles of critical nature for presentation and discussion in class. (1 Unit)

Required Texts: L. Ariosto, *Orlando Furioso.* A cura di L. Caretti (2 vols.). Milano: Garzanti; T. Tasso, *Gerusalemme liberata.* A cura di L. Caretti (2 vols.). Bari: Laterza.

Recommended Text: N. Sapegno, *Compendio di Storia della Letteratura Italiana.* Vol. II. Firenze: La Nuova Italia.

DM 902 Research Paper Lebano

Workshop di Aggiornamento e Perfezionamento

715 *Corso avanzato di lingua italiana* Lebano

As modern Italy has changed in the last 50 years more than in the previous 500, so has its language. This course will reinforce the knowledge of advanced syntactical structures and stylistic variables while introducing theoretical and practical models of analysis to account for the direction of changes in the Italian language. (.5 Unit)

751 *L'Italia contemporanea* E. Pozzi

This course will address the problems associated with social changes in Italy as they are perceived and dealt with within the framework of the people's cultural and historical resources. A variety of media will be studied to examine how they both reflect and affect the changes in the lifestyle, mentality, and traditional values of Italians. (.5 Unit)

791 *Metodologie* Coveri

A daily two-hour intensive seminar presenting a variety of methodological approaches focused on the role of interactive activities and advanced technologies for dynamic-oriented group work. A hands-on approach will integrate real-life situations in the cultural framework of contemporary Italy allowing the participants to experiment with a variety of teaching styles and techniques. (1 Unit)

Special Lecture Series: Goldoni and His Comedies

Fido

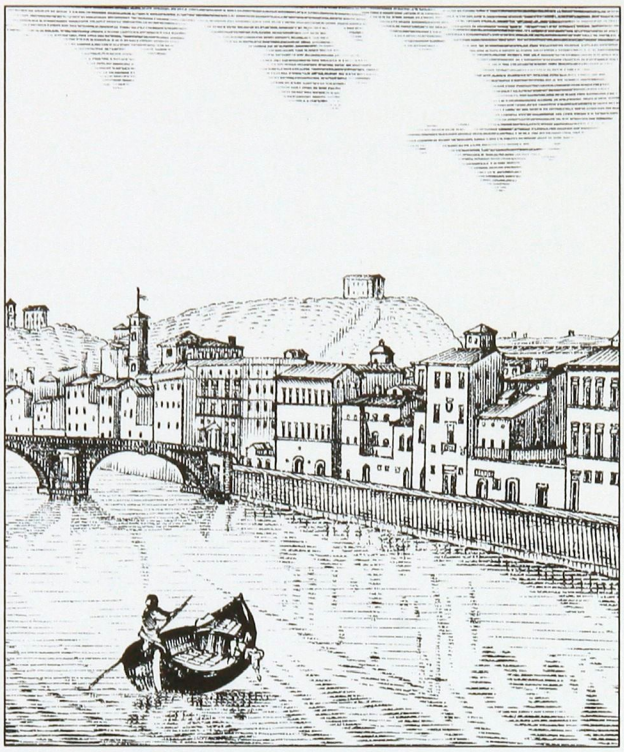
Lecture:

" Eighteenth-century Venice in the Limelight: Carlo Goldoni and His Comedies."

Graduate Seminar:

"Between Mercantile Ethics and the Voice of One's Heart: Sentimental Education of Goldoni's Heroines."

Recommended Readings for the Seminar: "Gli innamorati," "Le inquietudini di Zelinda" and "Il ritorno dalla villeggiatura" in *Tutte le opere di Carlo Goldoni,* a cura di G. Ortolani. Milano: Mondadori.



The School in Italy

Via dell'Oche, 3
50122 Florence
011-39-55-21-57-82

Director: Anna Barsanti.
Secretary: Monica Ginanneschi.

The school, or *Sede,* is centrally located in the sixteenth-century Palazzo Benivieni in the center of Florence behind the Duomo and a short walk from the university. Housing is not provided for students, but the school maintains lists of families and apartments where students have lived in previous years, and every effort is made to help students find congenial housing in Florence. All courses organized by Middlebury College not held at the University of Florence meet at the *Sede.*

The Graduate Program

After successfully completing three courses (units), including a 600 level literature course, at the summer session on the Vermont campus, M.A. degree candidates begin the academic year in September with a three-week preliminary session at the *Sede* where they enroll in intensive courses in language and contemporary Italy.

Following the preliminary session, students take a year-long language and literature course at the *Sede* and, after consultation with the director, choose two university courses in the areas of art history, economics, ancient or modern history, political science, linguistics, theater studies, philology, archaeology, and literature. Students must fulfill the following minimum distribution requirements: one language course (unit) at the 500 level, one language or linguistic course (unit) at the 600 level, two units in civilization, three in literature courses and, for those students who plan to teach, one unit in methodology or professional preparation.

Every graduate student must complete an independent research paper based in part on course work done during the year. Permission may be granted to write a paper on other topics under the supervision of a faculty member. The paper (20-30 pages) should demonstrate a high level of written control of the language as well as critical and analytical skill.

The Junior Program

Competence in Italian is an essential ingredient for success in the program. To enroll, students must have completed the equivalent of five semesters of undergraduate Italian, or one year of undergraduate Italian followed by a summer of study at Middlebury. Non-language majors are welcome to apply if they have reached the requisite level of language proficiency. Students may be required to attend a preliminary summer in Vermont if preparation in Italian is judged insufficient.

There is a full-year or single semester option available to undergraduates. The academic year, or term if enrolled for one semester, begins with a three-week preliminary session of intensive courses in language and civilization. After the preliminary session, full-year juniors enroll in language and literature courses at the *Sede,* and choose as many as two electives from the regular course offerings at the University of Florence. They also have the option of enrolling in one of the courses offered by Smith College with whom we have a cooperative agreement.

Upon completing the preliminary session, single-semester juniors enroll in four courses at the *Sede* in language, literature, civilization and art history. Spring-semester juniors also have the option of enrolling in one of the courses offered by Smith College.

By special arrangement, courses in studio art are available to qualified students. Special permission is required.

Courses

The following courses were offered at the *Sede* in 1987-88:

Advanced Grammar and Composition
History of Contemporary Italy
19th and 20th Century Italian Literature

Art in Tuscany before the Renaissance
Introduction to the High Renaissance and Mannerism
Patterns and Problems of Renaissance Literature
The Cinema of Luchino Visconti

All courses at the university are year-long courses lasting from November to June. From two to eight courses in each of the following subject areas are regularly offered at the University of Florence:

Italian Literature
Philology
Linguistics
History of the Italian Language
Archaeology and History of Greek and Roman Art
Art History
Medieval History
Modern History
Contemporary History
History of the *Risorgimento*
History of the Theater

For more information and an application, please contact:

The School in Italy
Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5543

Middlebury College Language Schools

Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad

Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753

Middlebury College
The Italian School
Middlebury, VT 05753

140-02-88

Русская школа

MIDDLEBURY COLLEGE

SUMMER 1988

The Russian School

Middlebury College
Middlebury, Vermont 05753
802/388-3711, ext. 5532

Summer 1988

Nine-Week Session
June 10 - August 12

Total Fees - $3,745
(Tuition $2,500; Board $900; Room $345)

Six-Week Session
June 27 - August 12

Total Fees - $2,785
(Tuition $1,880; Board $650; Room $255)

Academic Year 1988-89

The School in the Soviet Union

Graduate and Undergraduate Programs

Fees*: Full year - $11,600; Semester - $7,000

**The comprehensive fee for the Soviet Union includes tuition, room, meal allowance, excursions and round-trip air fare between New York City and Moscow.*

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Letter from the Director

As the Middlebury Russian School reaches its 43nd birthday in 1988, we remain convinced that our "mission" is more vital today than in any period in recent memory. When the first Russian School, guided by Dr. Mischa Fayer, opened its doors in 1945, it was made up of forty-four students and four instructors. Over the following decades, under the direction of Fayer and then (from 1967-1981) Dr. Robert Baker, the school continued to grow and flourish. In 1973, an intensive language program was introduced, enabling us to offer a broader range of courses, from beginning Russian to advanced graduate seminars. Students could come to earn an M.A. or D.M.L. degree or simply to learn the language in an invigorating "all-Russian" atmosphere. Throughout the 1980's, our student body has regularly numbered over two hundred and our faculty thirty-five.

Through all these years, through the courses, movies, plays, lectures, amateur nights, and festivities, the language pledge, or *chestnoye slovo,* is the invisible "glue" holding our program together. This pledge to speak only Russian may seem artificial, a kind of ritual, but combined with a solid curriculum and hard work on the part of students, it has been instrumental in producing impressive results. There is no secret to our success. It derives from the "intellectual contract" that regularly lures capable students to the beauties of a New England summer in order to be tasked to the limit by experienced and dynamic teachers. And in an era of complex East-West relations, global misunderstanding, and the "tongue-tied" American, there are, we believe, worse hedges against the future than participation in such a tradition.

David M. Bethea

David M. Bethea
Director

Russian at Middlebury

The Middlebury College Language Schools are pioneers in the development of specialized study of modern languages in this country. During the summer, graduate and undergraduate courses are offered in Russian on the Vermont campus, and during the academic year, a course of study is offered at the Middlebury school in the Soviet Union.

Middlebury's Russian School was founded in 1945 and the School in the Soviet Union was established in 1977. There are seven other language schools at Middlebury and four other programs abroad. The German School was founded in 1915, the French in 1916, the Spanish School in 1917, the Italian in 1932, the Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury School in France in cooperation with the University of Paris. This was followed by similar programs in Madrid (1951), Mainz (1959) and Florence (1960).

The Pledge: More than seventy years of experience have proven the effectiveness of Middlebury's insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use Russian as the only medium of communication during the entire session. A modified pledge is required even of students on the beginning level.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education.

The M.A. degree program in Russian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of two summers in Vermont and an academic year in Moscow. It is designed as a broadly-based program of study in itself, rather than the first stage of a doctoral program.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The program of study for M.A. candidates is individually planned in consultation with the director and/or dean. Candidates are expected to take a balanced program including literature, language analysis and culture. In addition M.A. candidates must take one seminar course on the Middlebury campus. They must also obtain satisfactory scores on tests of listening comprehension, speaking, reading and writing before the degree is granted. These tests are normally administered on the Saturday following the third full week of classes.

Master of Modern Languages: The M.M.L. degree certifies a high degree of proficiency and skill in two foreign languages (French, German, Italian, Russian, Spanish) or in a combination of one of these languages and English (at Middlebury's Bread Loaf School of English). It requires an additional twelve courses beyond the M.A. degree, and comprehensive written and oral examinations. The M.M.L. is administered and supervised by the director of the Language Schools in close consultation with the directors of the individual schools involved in a student's program. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Doctor of Modern Languages: The D.M.L. degree in Russian differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Russian; two graduate courses in a second language (French, German, Italian or Spanish); comprehensive examinations in both languages; proof of successful teaching experience; a dissertation and its oral defense.

The M.A. in Russian is a prerequisite for entrance to the D.M.L. program. All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Russian and audit a third course which provides the context for the qualifying paper. The instructor of the third (audited) course becomes the director of this paper, which must be completed within the six week graduate session. Inquiries should be addressed to the Director of the Language Schools at Sunderland Language Center, Middlebury College.

Summer in Vermont

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only the language of study is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of the foreign language and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with

over 7500 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, sixteen outdoor and eight indoor tennis courts, racquet ball and squash courts, and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Curriculum

Beginning, Intermediate and Advanced-Intermediate: Levels 100-300 in the nine-week session are equivalent to one full year of study. These courses meet four hours per day with several hours of additional oral and written preparation required.

Advanced Undergraduate: Level 400 is comprised of advanced undergraduate courses which meet four hours per day during the six-week session.

Graduate: Levels 501-900 include a large number of courses in Russian language, literature, linguistics, culture and language pedagogy. Art and music courses are also frequently offered. A normal graduate load is three courses per summer, to be selected in consultation with the director or dean. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration. Some students may be required to take courses at a lower level before beginning a full load of graduate work.

New Technologies at Middlebury

During the summer of 1988, the Middlebury College Language Schools, in cooperation with CALICO and PICS*, will sponsor a five-week program of workshops and conferences for teachers on the uses of computers and video in the teaching of foreign languages. The Introductory Computer Workshop (July 7-20) and the Introductory Video Workshop (August 1-12) are described on p. 14.

Each workshop carries one unit (three semester hours) of graduate credit. Space in these workshops is limited and priority will be given to applicants who apply directly for admission to the workshops. Advanced Russian School students may be admitted to the workshops on a space available basis, but may apply the workshop credit to the M.A. only with permission from the director.

The CALICO Conference on Computers in Language Teaching (July 21-25) and the PICS Conference on Video in Language Teaching (July 27-31) provide advanced users of computer and video technology with a forum to share resources and innovative applications.

For more information about the program, write to New Technologies, Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

* CALICO - Computer Assisted Language Learning and Instruction Consortium; PICS - Project for International Communication Studies.

Credits

Credit is defined in terms of units. One unit equals three semester hours. The nine-week session (levels 100-300) normally carries a total of four units (twelve semester hours) of credit. The advanced undergraduate course (level 400) is offered in the *six-week* session and awards three units (nine semester hours) of undergraduate credit.

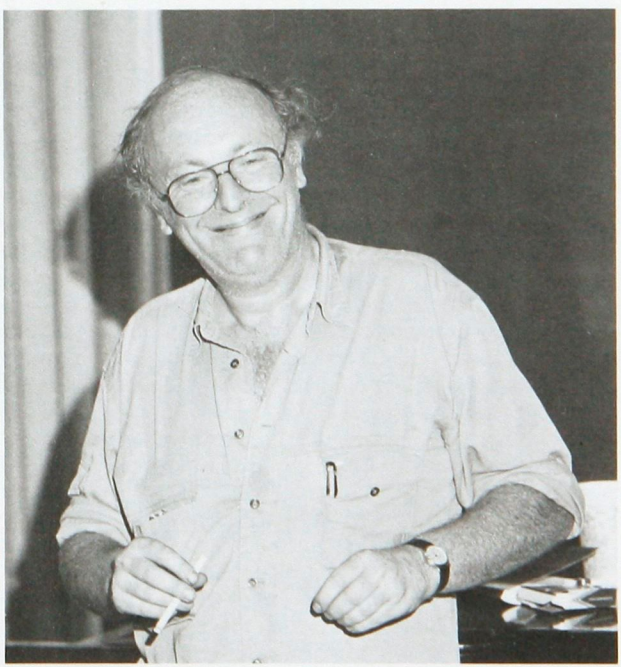
A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A., M.M.L., and D.M.L. degrees



may request permission from the dean to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken *after* successful completion of the initial summer and formal admission to degree candidacy may be transferred, i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree.

All transfer credits must have been obtained at the graduate level at an accredited college or university offering graduate credit towards an advanced degree. The courses must have been taught in the foreign language in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury graduate degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Those who are not full-time students may occasionally be permitted to audit upper-level courses with the permission of the director. Auditing is not permitted in levels 100-400, nor are students in those courses permitted to audit other courses. Total auditing costs **per week** are $700 (tuition $400; board $150; room $150).

Financial Aid

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions and in the graduate programs in the schools abroad. In 1986-87, fifty percent of the students who applied for financial aid received some form of aid. Financial aid is awarded on the basis of need and academic ability as rated by the dean.

We use the Language Schools Financial Aid Application, the College Scholarship Financial Aid Form, and complete copies of the 1986 and 1987 federal tax returns to arrive at a determination of students' needs for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to those students whose applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

Scholarships: The following endowed and named scholarships honor friends or faculty of the Russian School: The Berthe O. Normano Scholarship Fund; The Peter Odabashian Memorial Scholarship Fund; and The Anastasia Feodorova Pressman Memorial Scholarship Fund.

Beginning this year, the Russian School will award a scholarship in memory of former student Robin Royle. The scholarship fund, established by Ms. Royle's friend and colleague Daniel Hayes, will provide assistance for a promising undergraduate.

Candidates for financial aid need not apply for a specific grant. Everyone applying for financial aid will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Summer: Financial aid is generally awarded in the form of employment, grant aid, National Direct Student Loans or a combination of the three. The remaining need may usually be met through a Guaranteed Student Loan from a student's home bank.

Employment assistance is work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

Academic Year Abroad: For the schools abroad, assistance directly from Middlebury is available only for students enrolled in a Middlebury graduate program or Middlebury undergraduates. Other students should consult the financial aid offices at their home institutions. Students with need are usually offered a combination of College grants and National Direct Student Loans, with any remaining need met by a Guaranteed Student Loan through the student's home bank.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College, Tel. 802/388-3711, ext. 5158.

Fees

A non-refundable fee of $30 must accompany each new student's application. Upon acceptance, all students are required to pay a $150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the undergraduate program in Moscow, or for one of the graduate degree programs. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students in the summer sessions must be high school graduates. Admission is granted on the basis of academic qualifications and the availability of space.

The deadline for application to the nine-week session is March 15. Applications to the six-week session are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

For more information or an application, contact the Russian School at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753
802/388-3711, ext. 5532

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

The Russian School

Director (on leave): DAVID BETHEA. Professor and Chairman of Slavic Languages, University of Wisconsin-Madison. Ph.D., University of Kansas.

Acting Director: ALEXANDER WORONZOFF. Associate Professor and Chairman of Russian, Smith College. Ph.D., University of Southern California.

Dean: THOMAS R. BEYER, JR., Professor of Russian, Chairman of Foreign Language Division, Middlebury College. Ph.D., University of Kansas.

Undergraduate Coordinator: KAREN L. BLACK. Visiting Assistant Professor of Russian, Middlebury College. Ph.D., Bryn Mawr College.

Faculty

LINA BERNSTEIN. Instructor of Russian, Mt. Holyoke College. Ph.D. candidate, University of Massachusetts-Amherst.

BORIS BRIKER. Visiting Assistant Professor of Russian, Hamilton College. Ph.D., University of Alberta.

ROBERT CHANNON. Visiting Associate Professor of Slavic Languages and Literatures, University of Pittsburgh. Ph.D., Harvard University.

SERGEJ DAVYDOV. Associate Professor of Russian, Bryn Mawr College. Ph.D., Yale University.

SVETLANA ELNITSKY. Assistant Professor of Russian, St. Michael's College. M.A. equivalent, Moscow State Pedagogical Institute of Foreign Languages. Ph.D. candidate, McGill University.

HERMAN ERMOLAEV. Professor of Russian and Soviet Literature, Princeton University. Ph.D., University of California-Berkeley.

TATIANA ERMOLAEV. Lecturer in Russian, Princeton University. Ph.D., University of California-Berkeley.

PETER FISCHER. Professor of Russian and Coordinator for International Studies, University of Houston. Ph.D., Harvard University.

ELIZABETH GORKY. Assistant Professor of Russian (retired), Laurentian University. M.A., Middlebury College.

ALBERT GROTTEL. Director of Musical Activities. M.A. equivalent, Leningrad Conservatory.

STEVEN HASSMAN. Associate Professor of Russian Language Studies, U.S. Army Russian Institute. M.A., Middlebury College.

KATHRYN HENRY. Ph.D. candidate, Stanford University. M.A., Middlebury College.

ALINA ISRAELI. Visiting Lecturer in Slavic Studies and Literatures, State University of New York at Albany. Ph.D. candidate, Yale University.

MICHAEL KREPS. Associate Professor of Slavic and Eastern Languages, Boston College. Ph.D., University of California-Berkeley.

FATHER MICHAEL MEERSON. Russian Orthodox priest. M.A., St. Vladimir Theological Seminary. M.A. (history), Moscow University.

OLGA MEERSON. Ph.D. candidate, Columbia University.

LIDIA PACIRA. Assistant Professor of Modern Languages, Hobart and William Smith College. Ph.D., Michigan State University.

FREDERICK PATTON. Associate Professor of Foreign Languages, West Chester State University. Ph.D., University of Pennsylvania.

NATALIA PERVUKHINA. Assistant Professor of Russian, University of Illinois. Ph.D., Bryn Mawr College.

ROSA-NELLIE RACHMANOV. Lecturer in Russian, Columbia University. M.A. equivalent, Moscow State Pedagogical Institute of Foreign Languages.

RICHARD ROBIN. Assistant Professor of Slavic Languages, George Washington University. Ph.D., University of Michigan.

NATALIA SADOMSKAYA. Associate Professor of Anthropology, Queens College, City University of New York. Ph.D., Miklukho Maklai Institute of Ethnography.

BORIS SHRAGIN. Philosopher and writer. Ph.D., Plekhanov Institute of Economics, Moscow.

ANDREY D. SINYAVSKY. Professor of Russian Literature, the Sorbonne. Writer and critic.

ANATOLY VISHEVSKY. Assistant Professor of Russian, Washington University. Ph.D., University of Kansas.

ZINAIDA WLODKOWSKI. Professor of Languages and Literatures, University of Maine-Augusta. Ph.D., New York University.

GREGORI ZISKIN. Theatre, film and television director. Ph.D. candidate, McGill University. M.A. equivalent, Schukin Theatrical Institute, Moscow.

We also expect to have a visiting professor from the Pushkin Russian Language Institute in Moscow.

Administrative Staff

JUDITH OLINICK. Secretary.

1988 Programs of Study

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. All summer programs are *intensive*.

Beginning, intermediate and advanced intermediate level courses are offered in the nine-week session (June 10 - August 12). Advanced undergraduate (400 level) and graduate courses are offered in the six-week session (June 27 - August 12).

Intensive Language Courses*

RU 101-102 Beginning Russian Henry and Staff

This course develops all four skills (listening, speaking, reading and writing) and provides a firm foundation for understanding Russian word formation. At the end of the course, students have an active vocabulary of 1,000 words. Almost all major points of grammar are covered. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 units)

RU 110 - 210 Advanced Basic Russian Ermolaev

During the first half of this course all major points of grammar are studied thoroughly. The second half of the session provides an expansion of grammar with special attention given to a review of endings, prepositions, verbal aspects, prefixes, cases, and verbs of motion. All four skills are developed in equal proportion. An average of five to eight hours daily is expected to be spent on preparation for classwork, including work in the language and video laboratories. (4 units)

RU 201-202 Intermediate Russian (Second Year) Black and Staff

This course provides a thorough review and expands the students' understanding of Russian grammar, while stressing continued development of all four skills. Special attention is paid to unprefixed verbs of motion and to the reading of contemporary texts. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

RU 301-302 Advanced Intermediate Russian (Third-Year) Patton and Staff

This course includes an extensive review of grammar and phonetics. It treats at greater length some points, such as verbal aspects and verbs of motion, that may have been presented only in a rudimentary way in *Intermediate Russian*. The main emphasis is on contemporary conversational Russian. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours. (4 Units)

Advanced Undergraduate and Graduate Courses**

RU 405, 413, 462 Advanced Russian Davydov, Elnitsky, Israeli

This core program will consist of three courses: *Grammar and Syntax* (1.5 hours daily), *Conversation and Composition* (1.5 hours daily), and *Soviet Literature and*

* *Courses offered in the nine-week session.*

** *Courses offered in the six-week session. Graduate credit is awarded* ***only*** *for courses at the 500 level and above.*

Culture (1 hour daily). The program is designed to further develop students' language abilities at the advanced level. Discussions on literary and cultural topics will be combined with concentration on phraseology and some finer grammatical points, including syntax and elements of stylistics. Daily work outside the class will consist of extensive reading and writing and require four to six hours. (3 Units)

RU 415 Practical Phonetics and Diction Staff

This study of Russian phonetics and diction reviews correct pronunciation and intonation. It also contains some review of grammar, reading, writing, and conversation, and is especially designed for those students who enroll in the nine-week session but then place into the six week session. (1 Unit)

RU 503 Advanced Oral Self-Expression
Bernstein, Vishevsky

Designed for students with an excellent command of Russian, this course aims at raising students' proficiency to the level of structural accuracy and vocabulary required for participation in most formal and informal conversations on practical, social, political and selected professional topics. Extensive reading of media and literary texts; re-creation of everyday situations; radio, TV and feature film assignments. Final oral presentation and oral examination. (1 Unit)

RU 505 Practical Stylistics Israeli

For students with an excellent active command of Russian who need to develop more sophisticated and correct lexical skills. Lectures and practical work on basic styles, lexical characteristics, word etiquette, etc. Compositions will be written on a variety of topics; writing in different styles will be stressed. Final examination. (1 Unit)

RU 511 Colloquial Russian Phraseology Hassman

This course is designed to increase students' ability to comprehend Russian phraseological units/idioms in oral and written form and to use these units actively in speech. The semantico-syntactic characteristics of some 150 phraseological units are provided, followed by reading and discussion of instructional texts on various aspects of Soviet life which illustrate their use in context. (1 unit)

RU 612 Russian Phonetics and Intonation Channon

This course will cover the theoretical fundamentals of Russian phonetics and phonology, contrastive Russian and (American) English phonetics and intonation, and practical work on improving the participants' Russian pronunciation. The material covered will also provide teachers or future teachers of Russian with an understanding of how to teach Russian phonetics to Americans. (1 Unit)

RU 637 Contemporary Soviet Society
Sadomskaya, Shragin

The subject of this course is Soviet society as we find it today. The approach will be interdisciplinary and will include sociological, political and cultural information. Major topics of discussion will be everyday life, family, economics and the ideology of Soviet citizens in both rural and urban areas. Special attention will be paid to the development of society under the leadership of Mikhail Gorbachev. Midterm and final exams. (1 unit)

RU 639 Theatre Workshop Ziskin

An introduction to the world of Russian drama and theatre through Russian plays of the 19th Century (Griboyedov to Chekhov). The art of prominent theatre directors such as Stanislavsky, Meyerhold and Vakhtangov will be studied along with their interpretations of the Russian classics, with emphasis on Stanislavsky's theory of acting technique. Excerpts from works of other Russian playwrights will be analyzed and students will hear recordings of productions involving leading actors from Moscow and Leningrad theatres. The course also includes a creative workshop; all students will participate in production of a full-length classical Russian play. (1 unit)

RU 672 Russian Poetry of the Twentieth Century
Kreps

The purpose of this course is to introduce students to the principles of literary analysis of a poetic text. The course will examine the main poetic trends of the 20th century (Symbolism, Acmeism, Futurism, Surrealism and Metaphysical Poetry) and will involve detailed analysis of themes, diction and stylistic devices of major Russian poets (Blok, Annenskij, Gumilev, Akhmatova, Mandelshtam, Khlebnikov, Mayakovsky, Tsvetaeva, Pasternak, Zabolotsky, Brodsky and others). The course will require regular discussions, a course paper from each student on a chosen topic, and a final exam. (1 unit)

RU 695 Russian-English Translation Hassman

This course acquaints the student with diverse lexical, syntactic, phraseological and stylistic problems associated with the translation process. It prepares students to assess Russian-English translations objectively and to render accurate translations of their own. (1 unit)

RU 713 Structure of Russian Channon

The object of this course is to introduce students to the grammatical structure of Contemporary Standard Rus-

sian. The course will include analysis of elements of the phonological, morphological and syntactic systems of Russian, with emphasis on practical application of the understanding of the structure of Russian to advancing the students' command of the language. The underlying regularities of Russian declension and conjugation will be explored, as well as the function of aspect, the role of word order and other topics. (1 unit)

RU 763 Soviet Literature of the Twenties Ermolaev

A thematic, artistic and ideological study of representative literary works against the sociopolitical background of the time. Communist Party policy toward proletarian writers and "fellow travelers". Reading and close examination of Zamyatin's *We*, Libedinsky's *A Week,* Babel's *Red Cavalry,* Fadeev's *The Rout* and Olesha's *Envy*. Lectures, discussions, oral reports, final examination. (1 unit)

RU 770 Workshop in Russian Literature and Culture Davydov, Sinyavsky, Meerson

The 1988 Workshop will commemorate the imminent anniversary marking one thousand years since the coming of Christianity to Rus'. The course will be taught by two distinguished visiting professors, each lecturing for a period of three weeks. The first half, dedicated to the esthetic principles of medieval art, architecture and literature will be taught by the Russian writer and literary critic Andrey Sinyavsky. The second half, dealing with the history of the Russian church, will be taught by a Russian Orthodox priest, Father Mikhail Aksenov Meerson. The lectures will feature discrete, close reading of seminal literary and non-literary texts, followed by a daily discussion. At the end of the course, students will write a paper on some aspect of Russian spirituality, to be graded by the course coordinator in consultation with the visiting professor.

Required texts will be placed on reserve in the college library. Other materials will be provided in photocopied form.

Coordinator: Davydov
The Spritual Thought in Literature and Art: Sinyavsky
The History of the Russian Church: Meerson

(1 unit)

RU 794 New Technologies: Introductory Computer Workshop Staff

A basic introduction to the use of computers in the teaching of foreign languages. The workshop will cover: introduction to the Macintosh computer; word processing - text generation; foreign character fonts; graphics; authoring languages and authoring systems (including Hypercard). General sessions will be conducted in English, with hands-on experience in a Russian-specific group. (1 unit)

RU 795 New Technologies: Introductory Video Workshop Robin

A basic introduction to the use of video in the teaching of foreign languages. The workshop will cover: introduction to the hardware (VCR, satellite antennae, interactive video disc, standards conversion, etc.); theories of second-language acquisition and the role of "comprehensible input" in language learning; curriculum planning - the place of video in instructional programs; hands-on demonstration, practice with and evaluation of current video-based instructional materials; practical experience with materials preparation; information on resources, copyright, licensing restrictions, etc. General sessions will be conducted in English, with hands-on experience in a Russian-specific group. (1 unit)

RU 863 Soviet Literature of the Twenties Ermolaev

(See the description of RU 763). This course satisfies the seminar requirement for M.A. candidates. (1 unit)

The School in the Soviet Union

The Middlebury School in the Soviet Union offers a semester program for undergraduate students at the Pushkin Russian Language Institute in Moscow. The Pushkin Institute is the pre-eminent center in the Soviet Union for research on the teaching of Russian as a foreign language and for preparation of Russian teaching materials. On its staff are many specialists of international renown, as well as a corps of teachers experienced in teaching foreign students in Moscow. A resident director, who is a member of the Middlebury College faculty, supervises all aspects of the program.

Since 1977, our students have benefited from the experience of living and studying at the Pushkin Institute, learning first hand about Russian culture and civilization while improving their language skills.

We believe that study abroad can form an important complement to study in the United States. Indeed, it

often provides the occasion for students to profit from a richness of experience and to achieve a level of linguistic maturity not easily attainable in the familiar surroundings of home. Students are expected to maintain the spirit of the Middlebury language pledge while they are in the Soviet Union.

Travel arrangements are made by the Middlebury Language Schools and students travel in a group from New York City to Moscow. The comprehensive fee includes tuition, room, meal allowance, round trip travel between New York City and Moscow, and excursions in the Soviet Union.

Program of Studies

Undergraduate Program

Majors in disciplines other than foreign languages are welcome to apply if they have reached the requisite level of language proficiency. The undergraduate program in Moscow is for one semester only, fall or spring. *The minimum eligibility requirement for undergraduates is United States citizenship and completion of a course at the third-year level or higher at the Middlebury Russian School on the Vermont campus.*

Instruction is given in small groups by institute personnel and lasts about five hours a day, six days a week. Practical course work includes grammar, word-study, phonetics and conversation. Special lectures cover the contemporary Russian language and its norms, Soviet culture and society, Russian and Soviet literature and methods of teaching Russian as a foreign language. All courses end in examinations. Students also take weekly excursions to important sites in and around Moscow and a week-long trip to Leningrad and other cities.

Credits: The Moscow undergraduate semester grants 5 1/2 units of credit (16 1/2 semester hours). These credits may be applied toward the Middlebury B.A., or transferred to another institution. Some courses award letter grades, but others are graded pass/fail. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving for Moscow.

Graduate Program

Graduate students must successfully complete the required preliminary summer on the Vermont campus before officially being accepted into the ten-month program leading to the M.A. degree.

In Moscow students carry a full load of courses in the areas of language, literature, methodology and culture.

Credits: The ten-month program in Moscow awards six units of graduate credit.

Application and Admission

All graduate students must complete a summer of study on the Vermont campus before going to Moscow.

Please note that only undergraduates may attend the semester program. Students who wish to apply should request application materials from the Russian School, Middlebury College, telephone: 802/388-3711, ext. 5532. Upon acceptance to the summer program, they will receive additional information about the Middlebury School in the Soviet Union. Please note: Auditors are not permitted at the Pushkin Institute.

Middlebury College Language Schools

Arabic
Chinese
French
German
Italian
Japanese
Russian
Spanish

Schools Abroad

Florence
Madrid
Mainz
Moscow
Paris

For an application to one of the Language Schools, please write to the school of your choice at:

Sunderland Language Center
Middlebury College
Middlebury, VT 05753

Middlebury College
The Russian School
Middlebury, VT 05753

160-11-88

中文、日本語學校

MIDDLEBURY COLLEGE
SUMMER 1988

The Chinese School
The Japanese School

Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5520

Summer 1988

June 10 - August 12

Total Fees: $3,745
(Tuition: $2,500 Board: $900 Room: $345)

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General Information

The Middlebury College Language Schools pioneered the specialized study of modern languages in this country. Middlebury's German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917. The Italian School was added in 1932, Russian in 1945, Chinese in 1966, Japanese in 1970, and the School of Arabic in 1982. The schools in Europe opened in 1949 with the first session of the Middlebury School in France in cooperation with the University of Paris. This was followed in 1951 with a similar program in Madrid, after which schools in Mainz (1959), Florence (1960) and Moscow (1977) were established.

All programs of study at the Language Schools emphasize the development of language skills and the understanding of other cultures. All classes from beginning courses through advanced levels are taught in the foreign language.

The Pledge: All students are required to sign a formal statement agreeing to use the foreign language as the only medium of communication during the entire session. More than seventy years of experience have proven the effectiveness of the Middlebury Language Pledge in facilitating the acquisition of language skills. A modified pledge is required even of students at the beginning level.

Summer in Vermont

Middlebury College, located on a hill overlooking a small Vermont town, is especially suited to the Language Schools and their approach to a unified learning experi-

ence. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only Chinese or Japanese is spoken. The summer climate is usually delightful, with warm days and cool nights. Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Chinese or Japanese and often involve active student participation in planning and performance.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 10,000 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, the field house, an indoor pool, 16 outdoor and eight indoor tennis courts, racquet ball and squash courts and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Curriculum

The intensive language curricula are equivalent to at least one full year of study. Students may enroll in courses in one school only and are normally enrolled in courses at one level only. Placement is determined by test results rather than by length of previous study of the language.

The Chinese School offers courses at five levels: *Beginning, Intermediate, Advanced, Classical Chinese,* and *Readings in Chinese Culture.* Beginning Students use T.T. Ch'en's *Chinese Primer* and selections from *Elementary Chinese* (Peking), while students in the upper level courses read both contemporary documents and literary texts appropriate to their levels. In CS 301-302, *Advanced Chinese,* and above, classes are conducted exclusively in Chinese, while as much Chinese as possible is used at lower levels. Students in CS 501-502, *Readings in Chinese Culture*, will have an opportunity to read in their own fields of interest. Levels 300 through 500 stress active language usage through written composition and individual conferences with faculty.

The Japanese School offers courses at four levels: *Elementary, Intermediate, Advanced Japanese*, and *Advanced Speaking and Reading*. In addition, there is an inter-level course, JA 199-200, designed specifically for those students with previous language training, but not enough to place in JA 201-202. The text used at the elementary level stresses use of *kana* (Japanese syllabary) from the very outset, so the subsequent adjustment to reading ordinary Japanese literature is minimal.

Although English is often employed at the elementary level to explain grammatical points, it is rarely used at the intermediate level, and is not used at all at upper levels.

At the first three levels, a combination of textbooks, readers, and supplementary materials are employed. Although a reader is also used in JA 401-402, the course tends to focus on a particular topic and a variety of pertinent literature outside the text is examined. During the 1988 session, skill-oriented instructions will be given for listening and speaking skills.

New Technologies at Middlebury

During the summer of 1988, the Middlebury College Language Schools, in cooperation with CALICO and PICS, will sponsor a five -week program of workshops and conferences for teachers on the uses of computers and video in the teaching of foreign languages. The program will combine hands on experience with two specialized conferences for more advanced users of computer and video technology. For more information on this program, write to New Technologies Program, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Credits

The nine-week programs in Chinese and Japanese normally carry a total of four units (twelve semester hours) of credit. *All credits expire after ten years, and the Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

Financial Aid

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions. In 1986-87 approximately fifty percent of the students who applied for financial aid received some form of aid. Financial aid is awarded on the basis of need and academic ability as rated by the dean of the school.

We use the Language Schools Financial Aid Application, the College Scholarship Financial Aid Form, and complete copies of the 1986 and 1987 federal tax returns to arrive at a determination of a student's need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15.

Awards will be made on a rolling basis to students whose financial aid applications are complete and who have been accepted for admission. Late applicants will be considered on a first-come-first-served basis as funds continue to be available.

Financial aid is generally awarded in the form of employment, grants, National Direct Student Loans or a combination of the three. The remaining need may usually be met through a Guaranteed Student Loan from a student's home bank.

Employment assistance consists of work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

The Chinese School is pleased to announce the creation in 1984 of the *T. T. Ch'en Scholarship*, named in honor of the founder and long-time director of the school. All students in Chinese who apply for financial aid will be considered for this scholarship.

The *Helen T. Lin Award*, established in 1986, is presented annually to an outstanding student in the Chinese School.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College, 802/388-3711, ext. 5158.

Fees

A non-refundable fee of $30 must accompany each new student's application. Upon acceptance, all students are required to pay a $150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1988 of their decision to cancel their enrollments. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

Auditing

Auditing is not permitted in the Chinese or the Japanese Schools nor are students of those schools permitted to audit courses in other schools.

Application and Admission

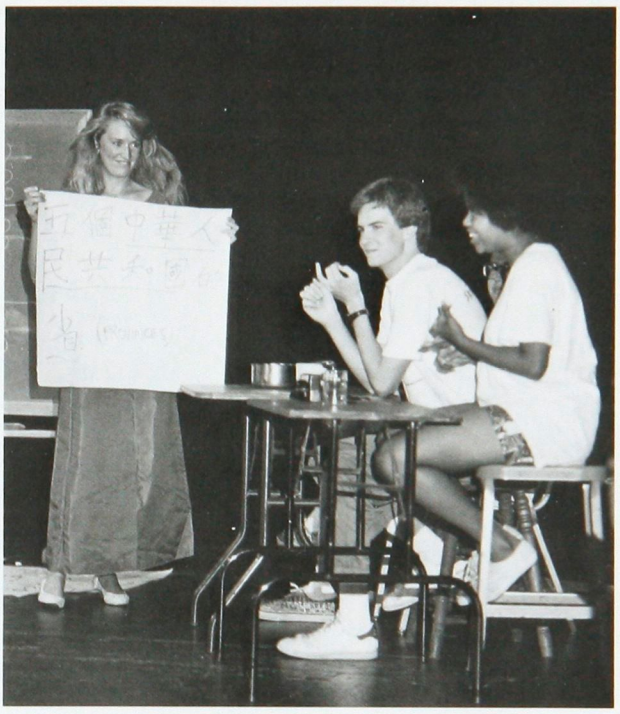
The deadline for application to the Chinese and Japanese Schools is March 15. Students may apply for admission for a single summer at any level. Students must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on an examination administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

For more information or an application, contact the Chinese or Japanese School at:

Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5520

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.



The Chinese School

Director: CHIH-P'ING CHOU. Associate Professor of East Asian Studies, Director of Chinese Linguistics Project, Princeton University. Ph.D., Indiana University.

Dean: GREGORY KUEI-KE CHIANG. Lecturer in Chinese, Middlebury College. M.A., University of Vermont. Former Dean, Inter-University Program for Chinese Language Studies, Taipei, Taiwan.

Faculty (Professors in charge)

GREGORY KUEI-KE CHIANG. Lecturer in Chinese, Middlebury College. M.A., University of Vermont. Former Dean, Inter-University for Chinese Language Studies, Taipei, Taiwan.

CHIH-P'ING CHOU. Associate Professor of East Asian Studies, Director of Chinese Linguistics Project, Princeton University. Ph.D., Indiana University.

JOHN Y. HOU. Assistant Professor of Chinese, University of Arizona, Tucson. Ph.D., University of Southern California.

SHARON SHIH-JIUAN HOU. Associate Professor of Chinese, Pomona College. Ph.D., University of Wisconsin.

JAMES PUSEY. Associate Professor of Chinese History, Bucknell University. Ph.D., Harvard University.

Administrative Staff

YVETTE LAROCQUE. Secretary.
ELIZABETH BAKER. Bilingual Secretary.

Program of Studies

CS101-102 Beginning Chinese Pusey and Staff

First-year Chinese begins with a five day concentrated study of Mandarin phonetics and the *Gwoyeu Romatzyh* tonal-spelling system of romanization. For the next six and a half weeks, students concentrate on the eight units of the *Chinese Primer*, studying both the romanization and character texts, liberally supplemented with sentence pattern drills and exercises. A complete series of audio tapes, including vocabulary and pattern drills, prepared at Middlebury and Princeton, accompanies each unit. In addition to the audio tapes, video-tapes of these eight units, prepared with the faculty as actors, are used. The video image is extremely effective in helping the student to internalize the new language patterns. For the last week and a half, *Elementary Chinese* (Peking, 1972) is used to introduce simplified characters and the *Pinyin* system of romanization. Other romanization systems will also be presented briefly.

For two hours each day the class meets together for introduction and explanation of new material and for introductory pattern practice; then it divides into small sections (5-8 students) for two hours of drill. Each student receives two fifteen-minute periods of private tutorial per week. Preparation, including work in the language laboratory, usually requires about five hours of study each day. The language of instruction gradually shifts from English to Chinese and students are encouraged to speak progressively less English outside the classroom. By the end of the session, students have a good command of basic grammatical construction, a working vocabulary of over 800 words, and active use of about 600 characters. (4 units)

Required Texts: T.T. Ch'en, et al., *Chinese Primer*, Princeton University, Chinese Linguistics Project, both romanization and character texts with extensive supplementary materials. *Elementary Chinese*, Commercial Press, Peking, 1972.

Recommended Dictionary: Y.R. Chao and L.S. Yang, *Concise Dictionary of Spoken Chinese*, Cambridge, MA, Harvard University Press.

CS 201-202 Intermediate Chinese Chou and Staff

While continuing the audio-lingual approach used in CS 101-102, this course also emphasizes the reading of Chinese character texts containing both standard and simplified character forms. The first half of the course will concentrate on consolidating the foundations begun in elementary courses and on developing sentence structure and vocabulary. Three texts will be studied: *Modern Chinese Readers (I, II), Chinese Reader (I, II)* and *Tarn Butyng*. No textbook will be used for the second half of the course; instead there will be a shift to reading "real" Chinese literature in the form of modern essays, short stories and newspaper articles. Students will view a Chinese movie on videotape and study the screenplay using a study manual. The course will be conducted primarily in Chinese and will be open to students who have completed one full year of language study. By the end of the summer, students should be able to speak with some fluency on conversational topics, write short compositions, and read newspapers and short essays by modern authors with the aid of a dictionary.

Assignments include translation, composition, sentence exercises, and the use of Chinese to explain the meanings of idioms and phrases. Daily work outside the classroom, including time spent in the language laboratory, requires approximately five hours. (4 units)

Required Texts: *Modern Chinese Readers (I & II)*, Commercial Press, Peking. *Chinese Reader (I & II)*, Commercial Press, Peking. T.T. Ch'en, *Tarn Butyng, Reading and Conversation Materials for Beginning and Intermediate Chinese*, Princeton University, Chinese Linguistics Project. *Study Manual for the Movie "Ai Lo Chung Nien"* [The Joys and Sorrows of Middle Age], Princeton University, Chinese Linguistics Project. Newspaper selections, selected brief modern Chinese essays and short stories. Materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, The Far East Book Company, 1972. *A New English-Chinese Dictionary,* Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian,* Commercial Press, Peking.

CS 301-302 Advanced (Modern) Chinese Chiang and Staff

This course seeks further to develop overall language proficiency through extensive reading of modern texts selected from a wide range of styles and genres. Readings include: 1) essays on academic subjects; 2) modern ver-

nacular literature: essays, short stories and plays as well as the screenplay of a Chinese movie which will then be viewed on videotape; 3) contemporary political material: political writings from the People's Republic of China and from newspapers. Classes are conducted entirely in Chinese. Individual laboratory exercises are required daily.

In addition to 15 class hours per week, students are expected to spend approximately five hours each day reviewing vocabulary, sentence patterns and translations; preparing class materials; listening to lesson tapes; preparing recorded dictation exercises; attending individual sessions with teachers; studying for quizzes and writing compositions. (4 units)

Required texts: Lyell, *Lu Hsun Reader,* Yale University Far Eastern Publications. *A Student's Companion for Lu Hsun's "The New Year's Sacrifice"* and *Study Manual for the Movie "Jia Feng Xu Huang* [The Make-believe Couple], Princeton University, Chinese Linguistics Project. Selections from Chinese academic journals, newspapers and periodicals. Materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972. *A New English-Chinese Dictionary,* Hong Kong, Joint Publishing Company, 1975. *Xinhua Zidian,* Peking, Commercial Press. *Chinese-English Glossary of Current Affairs Words and Phrases,* Peing, Commercial Press.

CS 401-402 Classical Chinese Sharon Hou

This course, conducted entirely in Chinese, is an introduction to literary Chinese and is designed for students with no previous training in the classical language but with a minimum of two years of modern Chinese. While the focus of the course is on training students to read, the method of instruction serves simultaneously to enhance proficiency in the vernacular. All lessons are accompanied by laboratory tapes which function as aids in assimilating the texts.

Assignments include: 1) translation from classical into modern Chinese, and vice versa; 2) exercises in grammar (uses of particles and analysis of sentence structure); 3) essays intended to enhance written expression (both classical and modern). (4 units)

Required texts: Y.C. Liu, *Fifty Stories*, London, Lund Humphries. Selections from *Analects, Mencius,* and *Shih-chi*, supplemented by materials prepared at the Chinese School, Middlebury College.

Recommended Dictionaries: A New Practical Chinese-English Dictionary, edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972. *Xiandai Hanyu Cidian,* Hong Kong, Commercial Press. *Tz'u Hai*, Taipei, Taiwan Chung-hua Book Co. *Guhanyu Changyongzi Cidian,* Peking, Commercial Press, 1979.

CS 501-502 Readings in Chinese Culture John Hou

The course will be divided into units of two or three weeks in length, each focusing on a broad topic or a particular period of history. Periods and topics in history, literature and the social sciences will be selected to meet students' interests and needs. Designed for advanced graduate and undergraduate students with at least three or more years of Chinese, and preferably with an elementary knowledge of the classical language, the course will be conducted exclusively in Chinese. Because this is essentially a language course, emphasis is placed on bringing students' writing, speaking and reading skills to a high level. Particular emphasis on the development of writing ability will be achieved through completion of weekly essays which will be corrected and explicated in individual sessions. (4 units)

Recommended Dictionaries: Tz'u Hai, Taipei, Taiwan Chung-hua Book Co. *Xiandai Hanyu Cidian,* Hong Kong, Commercial Press. *A New Practical Chinese-English Dictionary,* edited by Liang Shih-ch'iu, Taipei, the Far East Book Company, 1972.

The Japanese School

Director: SEIICHI MAKINO. Professor of Japanese and Linguistics, University of Illinois. Ph.D., University of Illinois.

Dean: GREGORY KUEI-KE CHIANG. Lecturer in Chinese, Middlebury College. M.A., University of Vermont. Former Dean, Inter-University for Chinese Language Studies, Taipei, Taiwan.

Faculty (Professors in Charge)

OSAMU KAMADA. Assistant Professor of Japanese, University of Iowa. Ed.D., University of Massachusetts.

SEIICHI MAKINO. Professor of Japanese and Linguistics, University of Illinois. Ph.D., University of Illinois.

NOBUO OGAWA. Assistant Professor of Japanese, Princeton University. Ph.D., University of Pennsylvania.

HITOMI OKAZAKI. Former Assistant Professor of Linguistics, Ohio University, Athens, Ohio. Ph.D., University of Michigan.

RIEKO WAGONER. Lecturer of Japanese, Wesleyan University. M.A., University of Wisconsin.

Administrative Staff

YVETTE LAROCQUE. Secretary.

YUKARI ISHIZAKA. Bilingual secretary.

Program of Studies

JA 101-102 Elementary Japanese Kamada and Staff

The purpose of this course is to equip students with a working knowledge of the basic grammatical structures and vocabulary of modern Japanese. The development of oral-aural skills is integrated with reading and writing through daily grammar explanations and drill sessions designed to reinforce new material through active practice. *Hiragana* is introduced on the first day of the session and the acquisition of its recognition and production is to be completed in two days through learning the basic expressions with which the student can "survive" in the "Japanese-only" environment. *Katakana* (the syllabary used for loan-words) and approximately 200 characters are gradually incorporated into reading materials throughout the course.

Quizzes on new vocabulary and grammar are employed as a daily monitor of student progress. Homework assignments are designed as a review of material previously covered. Regular use of the language lab by students is imperative. Daily work outside the classroom requires an average of four to six hours.

Initial instruction is in English, but the medium shifts to Japanese as the course advances. Maximum use of Japanese is expected.

At the end of the session, students have normally mastered the basic grammatical structure of modern colloquial Japanese, with an active vocabulary of approximately 1200 words. They should be able to conduct basic daily conversations with reasonable ease and should have developed some familiarity with the socio-cultural context in which the modern Japanese language is used. (4 units)

Required Texts: O. Mizutani and N. Mizutani, *Introduction to Modern Japanese,* Tokyo, The Japan Times. M. Endo Simon, *Supplementary Grammar Notes to Introduction to Modern Japanese,* Part 1 and Part 2, Center for Japanese Studies, University of Michigan, 1987.

Recommended: W. Hadamitzky and M. Spahn, *Kanji and Kana,* Tuttle Co., *New Concise Japanese-English Dictionary,* Tokyo, Sanseido. S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times, 1986.

JA 199-200 Basic Intermediate Japanese Okazaki and Staff

This course is designed for students with some background in Japanese, but whose previous training does not represent the equivalent of one full year of formal language study.

The first half of the nine-week session will be devoted to an extensive review of the functions of the beginning level. Students learn practical, situational conversation with the aid of language tapes. In the second half of the session students will be introduced to the intermediate-

level text while continuing to improve their command of written materials and conversation. Throughout the session classes will be conducted almost entirely in Japanese.

Due to the emphasis on making firm the student's foundation in Japanese, those in this section will not complete the same amount of course work as in JA 201-202. By the end of the summer, however, students are expected to have a good knowledge of modern Japanese grammar, improved fluency in daily conversation, skill in the use of basic materials, an ability to read and write approximately 500 *kanji*, and an ability to write short essays. (4 units)

Required texts: H. Okazaki and T. Okazaki, et al., *Activities for Proficiency* (prepublication). H. Hibbett and G. Itasaka, *Modern Japanese - A Basic Reader,* Harvard University Press.

Recommended: F. Sakade, *A Guide to Reading and Writing Japanese* (rev.ed.), Tuttle Co.

JA 201-202 Intermediate Japanese

Wagoner and Staff

This course is designed to help students acquire a thorough mastery of modern Japanese (Tokyo dialect) through review and reinforcement of the major grammatical items which appear in introductory texts. It also seeks to give students reasonable control of a more advanced vocabulary through aural-oral drills, readings and composition.

Although progressively more emphasis will be placed on reading and writing, aural-oral practice will continue to constitute an integral part of the course and almost all classwork will be conducted in Japanese. The use of special audio and visual tapes, in addition to regular tapes for textbook assignments, will enable students to learn how Japanese is used in various social and cultural settings; in this way, they will be better equipped to use terms and phrases appropriate to the context.

Homework will be assigned on a regular basis and is intended to encourage practice in speaking and listening while reinforcing vocabulary, *kanji*, and grammar. Daily work outside the classroom requires an average of four to six hours.

By the end of the summer program, students should have a good knowledge of modern Japanese grammar, improved fluency in daily conversation, skill in the use of basic reference materials, an ability to read approximately 800 *kanji* and to write about 600 *kanji*, and an ability to write short essays. (4 units)

Required Texts: Japanese Language Promotion Center, *Intensive Course in Japanese: Intermediate,* Main Text and Notes, Language Sevices Company. M. Endo Simon, *Supplementary Grammar Notes to Introduction to Modern Japanese, Part 2,* Center for Japanese Studies, University of Michigan, 1987.

Recommended Texts: P.G. O'Neill, *Essential Kanji,* Weatherhill. *New Concise Japanese-English Dictionary,* Tokyo, Sanseido. Nelson, *The Modern Reader's Japanese-English Character Dictionary* (rev.ed.), Rutland, Tuttle Co. S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times, 1986.

JA 301-302 Advanced Japanese Ogawa and Staff

Students taking *Advanced Japanese* are expected to have had at least two years of formal language training. In addition to the main textbook, *Integrated Spoken Japanese,* a variety of materials will be used including essays, short stories, a movie script and newspaper articles. Students will gradually be introduced to most of the *jooyoo kanji*. Emphasis is on reading, yet the other language skill areas will also receive attention. Writing should improve through various exercises and compositions while speaking ability will be enhanced through oral drills and conversation. Course materials are designed to foster an appreciation of the socio-cultural background of contemporary Japan. A Japanese made-for-TV movie will be used for additional aural-oral practice.

By the end of the session, students' reading ability should enable them to handle modern Japanese materials with the help of the dictionary. In speaking, they should be able to carry on daily conversation with relative ease. (4 units)

Required texts: Integrated Spoken Japanese I, Vol.1, Inter-University Center. *Waga Uruwashi no Tomo* and *Transcription,* Japanese Language Video Series, Japan Foundation. Other materials available at Middlebury.

Recommended: K. Masuda, ed., *Kenkyusha's New Japanese-English Dictionary,* Tokyo, Kenkyusha. A.N. Nelson, *The Modern Reader's Japanese-English Character Dictionary* (rev. ed.), Rutland, Tuttle. A. Miura, *Japanese Words and their Uses,* Rutland, Tuttle.

JA 401-402 Advanced Speaking and Reading

Makino and Staff

This course is designed for advanced graduate and undergraduate students of Japanese. The prerequisite is at least three or more years of formal study in modern Japanese.

Instruction takes a multi-skilled approach with focus upon reading various authentic materials such as social science readings, newspapers, novels, poems, light essays, etc. To improve aural-oral skills, extensive use will be made of Japanese radio and/or television programs.

This course is conducted entirely in Japanese and requires a high level of proficiency in all four language skills. New emphasis will be placed on the improvement of writing skills. Students will be expected to produce four or five pragmatic writings which will be corrected and explicated in individual dagnostic sessions. Students will also be expected to help those at lower levels of study.

By the end of the session, students should have greater fluency in daily conversation and enhanced ability to express their views on various subjects. Students will also be urged to do as much collateral reading as possible in Japanese newspapers and weekly magazines. Daily work outside the classroom requires an average of four to six hours. (4 units)

Required texts: S. Makino, *Multi-skilled Readings for Proficiency* (prepublication). Itasaka, Makino and Yamashita, *Modern Japanese: An Advanced Reader,* Tokyo, Kodansha International, 1974.

Recommended: I. Shimmura, *Koojien* (rev. ed.), Tokyo, Iwanami, 1967. K. Masuda, *Kenkyusha's New Japanese-English Dictionary,* Tokyo, Kenkyusha, 1974. Bunkacho, *Gaikokujin no Tame no Kihongo Yoeri Jiten,* Tokyo, Bunkacho, 1971.

Middlebury College
The Chinese and Japanese Schools
Middlebury, VT 05753

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معهد اللغة العربية

MIDDLEBURY COLLEGE

SUMMER 1988

The School of Arabic

Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5529

Summer 1988

Nine-Week Session
June 10 - August 12
Total Fees - $3,745
(Tuition - $2,500; Board - $900; Room - $345)

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Letter From the Director

In 1982 the School of Arabic became the eighth Language School, adding Arabic to the five Western and two East Asian languages already taught on the Vermont campus. Arabic is the native language of more than 150 million Arabs and the religious language of many more millions of Muslims, in addition to being the vehicle of a great civilization with a cultural heritage of 1500 years.

In its first session, there were 25 students in two levels and five faculty members. By 1987, these had increased to approximately 50 students in four levels and ten instructors. We are planning to maintain the four levels and enroll the same number of students in 1988. A fifth level is being planned.

The student population is drawn mostly from institutions of higher education, professional schools in the United States, U.S. government agencies and business firms overseas. The faculty, native and near-native speakers of Arabic, come from major universities in the U.S. and abroad. The faculty and guest lecturers represent various regions of the Arab world, from Morocco to Iraq and Saudi Arabia.

The School of Arabic is a unique program, the first of its kind anywhere, where the written and spoken forms of Modern Standard Arabic (contemporary *Fuṣḥā*) functionally co-exist throughout the nine-week period. Our experiment using *Fuṣḥā* exclusively both inside and outside of the classroom in everyday communication proved decidedly successful, enhancing proficiency in a more natural and convivial setting.

The material covered in one summer equals at the very least what is normally done in a year's work at any of the major programs in this country. Based on their performance in the Arabic Language Proficiency Test (devised by the American Association of Teachers of Arabic and administered at the beginning and end of the summer) an appreciable number of intermediate and advanced students demonstrated that they had acquired proficiency in the four skills on a level normally achieved in three and four semesters in other programs. Their skills also included the distinct advantage of fluency in spoken *Fuṣḥā*, which the proficiency test does not evaluate.

Computer Assisted Instruction (CAI) has become an integral part of the program at the beginning level, where the computer is used to teach the writing and sound systems of Arabic, and at the beginning and intermediate levels for vocabulary building and reading comprehension.

Extra-curricular activities are part and parcel of the program. Students, without exception, are required to participate fully in all of them. They include: lectures, discussions, documentaries, musicals and films, whose purpose is to acquaint students with the rich Arab heritage and the various aspects of the cultural, artistic, and religious life of the Arab world today. In the past,

lecture topics included: Arabic Calligraphy, Arab Music, Arab Filmmaking, Arab and Muslim Women, Islamic Resurgence, al-Azhar University, and Literature in the Foreign Language Curriculum.

The Arabic Language Program at Middlebury is a demanding program that teaches the four skills of reading comprehension, listening comprehension, speaking and writing, and emphasizes a communicative and functional approach to the study of Arabic and contextual usage rather than mere cognition of the language and its grammar. It requires total commitment, dissociation from the outside world, long hours of work, discipline, a great deal of personal flexibility and willingness to adapt to methods of teaching and learning that are often radically different from those used in the home institutions, the adoption of a group life-style, and the ability to take stress and rub shoulders with others at close quarters with humor and a positive attitude. For those who have these qualities, it will be a great learning experience.

We warmly welcome those of you who desire high quality training in Arabic and who are ready for this challenge.

Peter Abboud

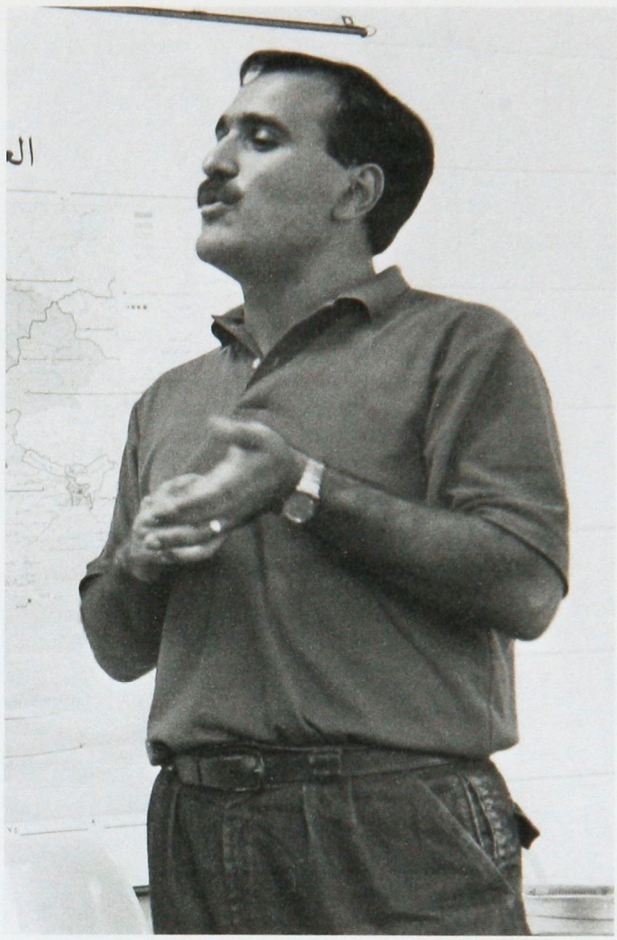
Arabic at Middlebury

The Middlebury College Language Schools were pioneers in the development of specialized study of modern languages in this country. The School of Arabic, founded in 1982, offers courses on the Vermont campus during the summer.

There are seven other language schools at Middlebury and five schools abroad. The German School was founded in 1915, followed by the French in 1916, Spanish in 1917, Italian in 1932, Russian in 1945, Chinese in 1966 and Japanese in 1970. The schools in Europe opened in 1949 with the first session of the Middlebury College School in France in cooperation with the University of Paris. This was followed in 1951 with a similar program in Madrid, after which schools in Mainz (1959), Florence (1960) and Moscow (1977) were established.

All programs of study at the Language Schools place great emphasis on the development of language skills and the understanding of other cultures. All classes from beginning courses through advanced levels are taught in the foreign language.

The Pledge: More than seventy years of experience have proven the effectiveness of the Middlebury insistence on using the foreign language both in and out of the classroom. All students are thus required to sign a formal statement agreeing to use Arabic as the only medium of communication during the entire session.



Summer in Vermont

Middlebury College, located on a hill overlooking a typical Vermont village, is especially suited to the Language Schools and their approach to a unified learning experience. Students and faculty live on campus in dormitories assigned to the school and take meals in dining halls where only Arabic is spoken. The summer climate is usually delightful, with warm days and cool nights.

Classes are not normally scheduled for late afternoons, evenings or weekends, and the schools often use this time for social and cultural events. There are plays, films, lectures, musical presentations, amateur nights, theatricals and other enriching diversions from the academically rigorous program. Such activities center on the use of Arabic and often involve active student participation in planning and performance.

Computer Assisted Instruction is used to teach writing, sound systems, vocabulary, and reading comprehension in computer rooms set aside for students of Arabic,

and the school has its own language laboratory where there are numerous Arabic language tapes for student use. Where copyright permits, students may purchase cassette copies of tapes used in the lab at cost.

Campus facilities include Starr Library, which houses extensive foreign language collections, including the Nolfi Curriculum Collection; the Music Library with over 7500 recordings; music practice rooms and lockers; and the Freeman Language Laboratory, with individual and group facilities, and a large selection of audio and video materials to assist students in the development of their skills.

Middlebury College's athletic facilities include an 18-hole golf course, an indoor pool, 16 outdoor and eight indoor tennis courts, racquet ball, squash courts and a fully equipped weight room. There are jogging, running and bicycling trails around the campus and in the surrounding countryside.

Credits

The nine-week program in Arabic carries a total of four units (twelve semester hours) of credit. All credits expire after ten years. *The Middlebury College Language Schools do not calculate grade point average or class rank.*

Transfer Credits

For transfer purposes, the student's home institution determines how many credits, graduate or undergraduate, will be granted for the summer's work at Middlebury.

Curriculum

The intensive language curricula are equivalent to at least one full year of study. Students may enroll in courses in one school only and are normally enrolled in courses at one level only.

Financial Aid

The Middlebury College Language Schools offer assistance to a substantial percentage of students enrolled in the summer sessions. In 1986-87, fifty percent of the students who applied for financial aid received some form of aid. Financial aid is awarded on the basis of need, and academic ability as rated by the dean.

We use the Language Schools Financial Aid Application, the College Scholarship Financial Aid Form, and complete copies of the 1986 and 1987 federal tax returns to determine a student's need for assistance. Students who are not U.S. or Canadian citizens should complete the Foreign Student's Financial Aid Form.

The application deadline for financial aid is March 15. Awards will be made on a rolling basis to students whose financial aid applications are complete and who have been accepted for admission. Late applicants will be considered for financial aid on a first-come-first-served basis as funds continue to be available.

Financial aid is generally awarded in the form of employment, grant aid, National Direct Student Loans or a combination of the three. The remaining need may usually be met through a Guaranteed Student Loan from a student's home bank. Employment assistance consists of work in the cafeteria-style dining halls, where students help in serving food and clearing tables.

Address inquiries about financial aid to the Office of Financial Aid, Emma Willard House, Middlebury College, 802/388-3711, ext. 5158.

Fees

A non-refundable fee of $30 must accompany each new student's application. Upon acceptance, all students are required to pay a $150 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. Other refunds are subject to the schedule as per the *Language Schools Handbook* mailed to enrolled students in May.

Auditing

Auditing is not permitted in the School of Arabic, nor are students permitted to audit courses in other programs.

Application and Admission

Applications are processed until the end of May, but as the school may be fully subscribed by mid-April, early application is desirable. Students may apply for admission for a single summer. Students at the summer sessions must be high school graduates, and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on an examination administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Admission is for one summer only, and admission to one of the Languages Schools is entirely separate from admission as an undergraduate to Middlebury College.

For an application, please write to:

The School of Arabic
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/388-3711, Ext. 5529

The School of Arabic

Administrators and Staff

Director: PETER F. ABBOUD. Professor of Arabic, University of Texas at Austin. Ph.D., University of Texas.

Dean: DAVID ROWE. Assistant to the Director of the Language Schools, Middlebury College. M.A., Johns Hopkins University.

Language and Program Coordinator: AMAN M. ATTIEH. Lecturer, University of Texas at Austin. Ph.D., University of Texas.

Secretary: INGRID PIXLEY.

Bilingual Secretary: SOPHIE RAGHEB ABDU. Senior Teacher, Center for Arabic Studies Abroad, American University in Cairo. M.A., American University in Cairo.

Faculty*

NABIL M. SABER ABDEL-FATTAH. Assistant Instructor, Department of Oriental and African Languages, University of Texas at Austin. M.A., Indiana University.

TAOUFIK AMMAR. Arabic Instructor, Tulane University. M.A., University of New Orleans.

MAHMOUD AL-BATAL. Executive Director, Center for Arabic Studies Abroad, American University in Cairo. Ph.D., University of Michigan.

AMIN HOSNY BONNAH. Senior Teacher, Center for Arabic Studies Abroad, American University in Cairo. M.A., American University in Cairo.

Summer, 1987 Faculty. We expect a Faculty of similar qualifications in the Summer Session, 1988.

KRISTEN ELIZABETH BRUSTAD. Teaching Assistant, Center for Middle Eastern Studies, Harvard University. B.A., Georgetown University.

ZEINAB IBRAHIM. Senior Teacher, Center for Arabic Studies Abroad, American University in Cairo. M.A., American University in Cairo.

HASSAN EL NAGAR. Teaching Assistant, University of Wisconsin - Madison. M.A., Ohio State University.

DRISS OUAOUICHA. Assistant Professor, Department of English, Muhammed V University, Rabat, Morocco. Ph.D., University of Texas.

ZEINAB TAHA. Senior Teacher, Center for Arabic Studies Abroad, American University in Cairo. M.A., American University in Cairo.

Research Assistant

SUZANNE MASSOUD. Senior Teacher, Center for Arabic Studies Abroad, American University in Cairo. M.A., American University in Cairo.

Program of Studies

101-102 Beginning Arabic

This course provides an intensive introduction to Modern Standard Arabic. It aims at teaching students with no prior knowledge of Arabic its writing system and sounds, its basic grammatical structure and word formation, and a vocabulary of approximately 1000 words. All the four language skills are equally stressed with emphasis on communicative competence.

There are six hours of classroom instruction per day, decreased to five in the second half of the session. Work outside the classroom includes assignments in both computer and language lab, as well as written assignments of various types, and requires an average of four to five additional hours per day.

The medium of instruction (except for grammatical explanations, when needed) is Arabic. Students are encouraged to speak Arabic outside of class from the outset, additional conversation materials are provided for that purpose. (4 units)

Required Text: Abboud et al., *Elementary Modern Standard Arabic*, Part I and II, Cambridge University Press, 1983; *Functional Drill Accompanying Elementary Modern Standard Arabic,* Part I, Lessons 1-30.

201-202 Intermediate Arabic

As students at this level have varied backgrounds due to the different emphases of the programs at their home institutions, this course will begin with a thorough review of basic grammar and vocabulary. This serves to consolidate knowledge and address inconsistencies in previous training so as to bring all students to a common level.

The target of the course is mastery of the basic

grammar of Modern Standard Arabic, including the more complex structures not covered in the beginning courses, the acquisition and expansion of vocabulary, mainly through intensive study and oral discussion of selections and through extensive reading, and the development of skills in the fluent use of spoken *Fuṣḥā*, in the comprehension of simple oral materials, and in writing. By the end of the course, students have mastered some 1500 words and acquired the ability to comprehend written and oral texts containing some unfamiliar words, to express themselves on familiar topics and to write simple prose.

There are five hours of classroom instruction per day, decreased to four in the second half of the session. Assignments outside of the classroom include reading of selections for content, comprehension of oral materials on tape, various types of composition, etc. Preparation requires an additional five to seven hours per day.

(4 units)

Required Texts: Abboud et al., *Elementary Modern Standard Arabic*, Part II, Cambridge University Press,1983; *Modern Standard Arabic, Intermediate Level*, Revised Version, Lessons 1-10; *Supplementary Exercises Accompanying Elementary Modern Standard Arabic,* Part II, Lessons 31-44. Daily Conversation Lessons for the Second Level.

Recommended Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic.*

299-300 Advanced Intermediate Arabic

This course is designed for intermediate students whose proficiency in Arabic and language aptitude are above average and for other students who have more experience in Arabic but who are not ready to handle the advanced level. Students are initially accepted at the intermediate or advanced level and will be assigned to 299-300 on the basis of their scores on tests, written and oral, administered to all except beginning students prior to the first week of classes, and on the basis of student performance in class and evaluation by teachers during the first week of classes.

The general objectives of this level are similar to those described for 201-202. However, by virtue of their advanced aptitude, proficiency and/or experience in Arabic, students at this level move much more rapidly and cover more material. They are expected to complete the lessons in the textbooks given below and to handle a larger amount of more advanced and complex material in all skills: reading comprehension, including outside readings, listening comprehension, speaking, and writing. All language skills are practiced daily.

Classes meet for five hours per day, decreased to four during the latter part of the session. In addition, work outside the classroom requires an average of five hours a day. (4 units)

Required Texts: Abboud et al., *Elementary Modern Standard Arabic,* Part II, Cambridge University Press, 1983; *Modern Standard Arabic, Intermediate Level*, Revised Version, Lessons 1-20; *Supplementary Exercises Accompanying Elementary Modern Standard Arabic,* Part II, Lessons 31-44. Daily Conversation Lessons for the Second Level.

Recommended Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic.*

301-302 Advanced Arabic

Students accepted at this level are expected to have mastery of basic grammar and word mechanics and a minimum of 1500 words of Modern Standard Arabic, i.e., contemporary *al-Fuṣḥā*. The course is designed to help students achieve an advanced proficiency in the skills of reading and listening comprehension, writing and speaking. Classes are conducted entirely in Arabic.

Readings for the course cover topics dealt with in contemporary Arabic expository writing, including literature and social sciences, various styles and genres, including newspapers, essays and stories. Students receive help in understanding radio, TV, and video programs in *al-Fuṣḥā* by means of extensive oral practice, discussion and private conferences.

In addition, the course develops skills in writing Arabic prose and in carrying on daily conversations on a variety of topics related to everyday life, as well as sophisticated discussion of topics of intellectual content.

The class meets four-and-one-half hours per day. Students also spend five to six hours a day on assignments that include vocabulary study, translation, compositions, comprehension of oral and written materials, and oral presentations. (4 units)

Required Texts: Abboud et al., *Modern Standard Arabic, Intermediate Level*, Revised Version, Lessons 11-20. Farhat J. Ziadeh, *A Reader in Modern Literary Arabic,* The University of Washington Press,1981. Available at the school library are a variety of graded texts selected for this level from magazines, papers and taped lectures. Daily Conversation Lessons for the Second Level.

Recommended Dictionary: Hans Wehr, *Dictionary of Modern Written Arabic.*

MIDDLEBURY COLLEGE
THE SCHOOL OF ARABIC
MIDDLEBURY, VT 05753

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